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ABSTRACT

This comprehensive training program, Together We Can, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This packet consists of facilitator and participant manuals designed for use with elementary and secondary school teachers and counselors. The training kit is designed to raise awareness of the changing roles of women and men and to explore ways in which schools can help expand role options. The facilitator manual contains a program description with sections on program objectives, training schedules, materials and equipment needed, participant characteristics, facilitator role, training session preparation, and conducting and evaluating training. The section on Activity Directions contains a Program Activity Chart followed by detailed instructions for four training modules totaling 16 hours: (1) sex-role stereotyping, (2) changing roles, (3) school's role in change, and (4) what facilitators can do. The participant manual contains materials and work pages needed for the module workshops as well as resources and follow-up exercises, some of which are designed for teachers to use with their students. Audiovisual materials are not included. (Author/NRB)

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an awareness training program in sex-role stereotyping for elementary and secondary teachers and counselors.

facilitator manual and participant manual

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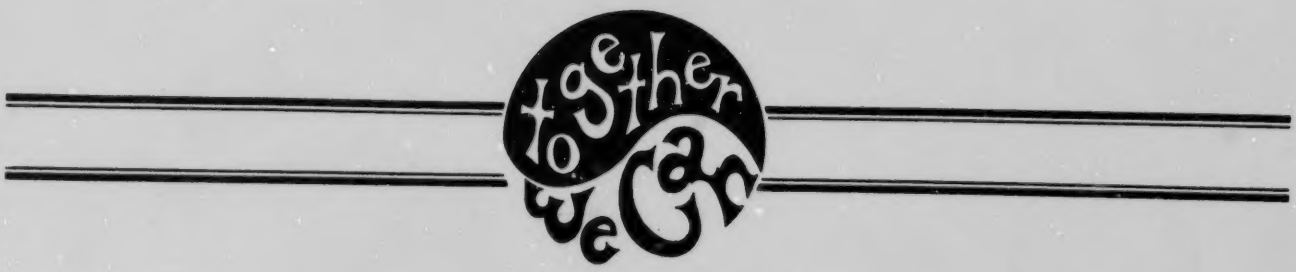


PROGRAM DESCRIPTION

INTRODUCTION

Times change. Roles change. And the challenge for the educator is to keep up with our changing society and prepare students for productive lives that fit future realities. Roles and expectations for women and men, once clearly defined, are in transition; as educators, it is important that we understand these changes and their effect upon the ways we prepare girls and boys for the future.

This training package is designed to explore the changes in roles among men and women, and the ways in which schools influence those roles. The program provides experiences and information to help:

- identify and understand changes in male and female roles in society.
- identify the stereotypes that we unconsciously convey to students through our actions, our words, our policies, our educational activities and materials
- understand the effects that our unconscious behaviors and attitudes have on student self-esteem, growth and productivity

  and
- explore behaviors and plan strategies to minimize stereotyping and maximize individual growth

OBJECTIVES

The teacher-counselor training program is designed to meet the following objectives. By going through the training activities, participants will be able to:

- define sex-role stereotyping
- describe some of the effects of sex-role stereotyping
- identify ways in which stereotypes are taught in schools, family, community, media
- describe the changing roles of men and women in society and some of the possible positive and negative consequences
- describe some of the legal and social forces producing changes in sex roles
- identify and describe some of their own stereotyped behaviors and attitudes
- identify and describe alternate behaviors and strategies to counter sex-role stereotyping

TRAINING PACKAGE CONTENTS

The Together We Can training program for teachers and counselors contains the following resources:

1. A comprehensive Facilitator Manual that describes the program sequence, materials, activities, schedules, scripts, and directions for conducting the training sessions. The training activities are divided into four four-hour modules.
2. Instructional media which includes:

   1 16 mm film: *Expectations*

   3 filmstrip/scripts: "Which Comes First—the Person or the Role?"; "Images and Our Self Concept"; "Stop. Look. Listen."

   5 transparencies

   1 card game: "Logical Conclusion" (10 sets of 2 decks each)

   2 sets of problem cards: "Can of Worms"

   2 sets of cards: "Gender Commandments"

   17 articles: "Brain Food Series"
3. A Participant Manual master, which includes all of the work pages and support readings that participants use as they go through the activities. In addition, it includes Follow-up Self Study activities for participants to use between sessions and after the training. Enough copies of the Participant Manual materials need to be reproduced for use by the participants before each training session.

4. A Program Guide — a manual that describes the contents and use of the comprehensive Together We Can training program, as well as hints on how to approach change; how to effectively approach institutions and organizations to get them to sanction and use the training program; how to deal with sensitive issues that emerge in training in this topic; and considerations and suggestions for addressing the issue of minority women. An annotated bibliography of resources is also included.

FORMAT OF THE TRAINING MATERIALS

The training package is designed to be facilitator-directed. Using this manual, you—the facilitator—will lead a group of participants through a variety of activities: discussion, role playing, viewing media, playing games, problem-solving. The materials are designed to actively involve participants in individual, small group, and large group activities.

The facilitator manual is organized for easy referencing while conducting the training. It describes each activity and the use of support media and materials in a step-by-step manner. The manual describes the activities in a suggested sequence for use.

There are some standardized format cues which will facilitate use of the manual. They are as follows:

Symbol indicates times the facilitator will be talking to participants; either providing a general context for activities, or content information, or directions for the activities.

Symbol specifies general process directions for the facilitator (e.g., distribute the manuals; show the filmstrip; divide participants into groups; time allotments for activities, etc.).

Symbol specifies questions to use in leading group discussion.

All materials that are provided as part of the training package are listed in **boldface type**. They are included in the box which accompanies this manual. The program provides one Participant Manual which is to be used as a master to reproduce as many copies as needed (one per participant) for each training session. Other supplies or equipment that the facilitator will need to provide (e.g., newsprint, pencils, butcher paper, filmstrip projector) are listed in regular type.

TRAINING SEQUENCE AND SCHEDULES

The teacher/counselor training program is comprised of 16 hours of training. The training can be delivered in any one of several ways:

1. four four-hour training sessions, ideally with one to two weeks between sessions, for participants to observe events in their schools and try follow-up activities provided with the training materials
2. three five-hour sessions, with the same intervals in between
3. an intensive three-day training session
4. numerous one-to-two hour sessions (if used for a college course)

If the entire training sequence cannot be used due to time constraints, select the activities you judge would have the most impact and be the most relevant for your particular audience. It is recommended that you include activities from each of the following categories—activities that:

- give information related to the issue (e.g. media, readings)

- provide active involvement, allowing participants to "experience" the concepts (experiential activities, product-oriented activities, games)
- encourage participants to identify and examine their own attitudes and behaviors related to the issue (personalizing activities)
- provide resources and allow time for active problem-solving related to the issue

During the training program it will be up to the trainer and the group to mutually decide when to take breaks. Ideally, breaks would be taken between activities or during activities when participants are working on independent projects or readings.

MATERIALS, SPACE AND EQUIPMENT

Materials

The specific materials needed for each activity are listed in the introduction to the activity. If you are planning to do all of the activities, you will need to provide the following:

- newsprint pad
- pencils
- scissors
- tape
- felt tip pens
- 2 colors of butcher paper
- name tags
- men's and women's magazines

Equipment

Equipment needs for each activity also are listed in the facilitator instructions. If you plan to use the entire training session design, you will need to have the following equipment available:

- filmstrip projector
- cassette recorder
- overhead projector
- 16mm film projector
- viewing screen or paper viewing area (for large group viewing)
- extension cords and adaptors for equipment

Space

The space that you select for the training sessions will be important. It is highly preferable that the sessions be held in an open space that is conducive to flexible arrangements. If there is an open space learning area in the building in which you are conducting the workshop, use it. Otherwise, try the library, the cafeteria, or a large meeting room.

The space will need to include the following:

- wall space to tape up newsprint products and to view media if a screen is not available
- moveable chairs
- tables (preferably oblong or round tables that will accommodate 4-6 chairs)
- electric outlets

It will be important for the space arrangement to be flexible enough that you can quickly clear a large open space for group movement, then assemble a large group for viewing of media, then break into small groups for tasks. In no case should you use a space that has affixed furniture.

PARTICIPANT CHARACTERISTICS

This training package has been designed for and tested with people who have teaching or counseling functions within a school system. It is designed for both elementary and secondary personnel. The activities have been designed to address participants at different levels of awareness and commitment regarding the issue of sex-role stereotyping. They do not have to have any particular skills or awareness before entering the training program.

You can expect participants to have some specific concerns as they enter the training. As a facilitator, you will need to anticipate and address these concerns as you recruit participants and introduce them to the training program. Some of their concerns will be:

- Do I have a choice in participating? or quitting if I don't like it?
- If not, why was I selected for this training or why is it being required? Whose priority is it and why is the training being offered?
- Will there be follow-up, accountability, things I *have* to do after the training?
- How will the training be structured? What type of materials will be used? What point of view will be taken?
- What kinds of skills will this training give me?
- Will any administrators be involved, and can I assume their support for this issue?
- How will my peers view me if I choose to participate?
- How much time will be involved?
- Who will the trainers be? Are they going to be some "women's libbers" trying to tell me what I'm doing wrong?
- Is this going to just treat women's issues? What about men?

As participants go through the awareness activities, they may express a desire to move quickly to solutions and ideas for change, but until a level of personal awareness and commitment has been achieved, many of the specific "how to" remedies would be premature. There are no ready solutions to the problem of sex-role stereotyping, and any changes that occur will have to come from basic attitudinal changes. To avoid participant frustrations at not having quick solutions to the problem, you will need to present a strong rationale for attitude exploration. The game "Logical Conclusion" and the film *Expectations* make good cases for how attitudes color our everyday actions, and can be used as points of departure for discussing the importance of attitude exploration.

Teachers and counselors will feel positive about the training sessions if they can see benefits for their students in terms of wider options, individual growth, and self-confidence.

Your recruitment procedures can make a dramatic difference in the response to the training. If your participants have been "assigned" to attend the training session, you can expect a reasonable amount of resistance at first. On the other hand, if participants have made a free choice to attend the training session, you can expect a fairly high level of interest and commitment to the issue, and may want to build in more strategy and planning time and less time for the general awareness activities.

FACILITATOR ROLE AND SKILLS

In facilitating the training for teachers and counselors you will need to be familiar with their concerns and pressures. A sympathetic view of their roles and perspectives will be a key factor in the training's effectiveness.

In implementing the training program, you will play mostly a facilitator role: organizing the environment, gathering materials, keeping time on activities, giving general procedural directions, leading discussions, and roaming the room during small group and independent activities to provide clarity and motivation and to assure that the groups are on task. Only on a few occasions will you be expected to provide major content input to the participants.

For those occasions, a script and support media are provided in the training package.

The modules are designed to have a low facilitator profile; this means the programs are not dominated by the facilitator and the exercises do not require experts to lead them. It is helpful to have two facilitators; this provides more varied experiences/views and more contact with the participants. Having two people relieves pressure to be always available and can allow one person to act as an observer, timer, helper.

You will need some basic group leadership skills, including the following:

- skill in structuring discussion and consensus decision-making activities
- ability to summarize and debrief activities so that participants derive the most benefit from them
- a willingness to hear and accept ideas
- sensitivity to participant needs and concerns
- a sense of humor, without being funny at the expense of others
- flexibility, knowing when to allow divergence from the training design to meet participant concerns and interests and when to cut discussions and move the group on
- a belief in and commitment to the goals of the training
- the ability to create a trusting, sharing climate where diverse opinions are acknowledged and accepted
- the foresight to be prepared and organized before the session begins
- "honesty" and a sense of ease in delivering the training
- sensitivity to symptoms of stress in the group and the ability to make appropriate format or organizational changes in response to stress

You should prepare for the training session by carefully going over all the materials and activities in order to understand their purpose and sequence.

TRAINING SESSION PREPARATION

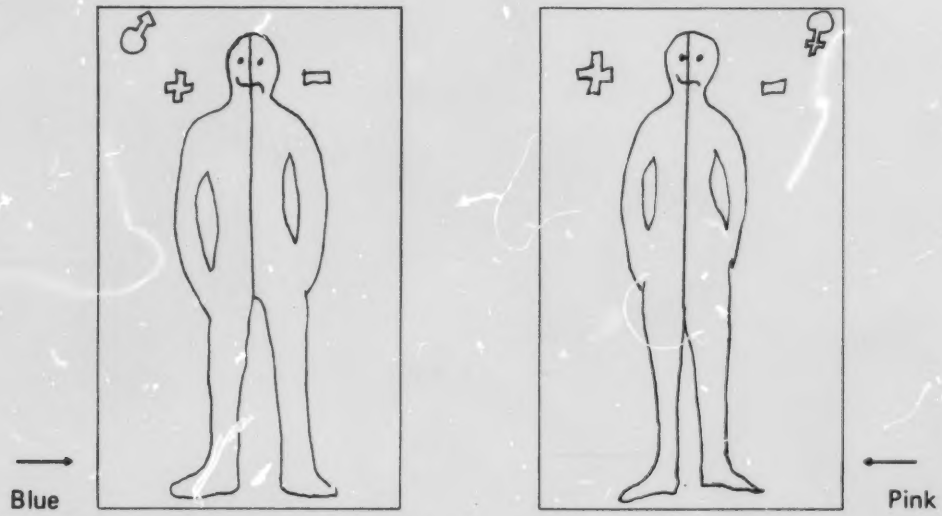
The most important—and helpful—thing you can do to prepare for your program is to make sure well in advance that the participants have a clear idea of the purpose of the training, the nature of the activities and the amount of time it will take. We suggest that you send a brief written description of the program to the group as far in advance as possible. Find out as much as you can about your audience before the date of the program.

Before the training session, you will need to make several preparations:

1. Carefully go over all the materials and activities. Preview media items before the first session. To *properly coordinate visuals and audio in filmstrips, start the filmstrip with the frame of the Together We Can logo and change frames at each tone of the audiotape.*
2. Check to see that all of the materials/media for the activities are in the box and in good order.
3. Check the equipment to see that it is working.
4. Arrange to have a room with tables and four to six chairs per table.
5. Reproduce a **Participant Manual** for each participant.
6. Gather the materials you will be using during the session: newsprint pad, felt tip pens, scissors, tape.
7. Follow the special preparations for the activities listed below.

MODULE I.

Activity 2: "Building Images." Make the butcher paper figures for the collage activity. Each small group of participants will work with a figure, so make enough figures to accommodate all of the small groups of participants. To make the figures, cut six foot lengths of butcher paper. Use blue paper for male figures, pink paper for female figures. On each of the lengths of paper, draw a figure, following the model provided here.



You will need to collect a variety of magazines for the collage activity. It is suggested that you get them from a news agency that is willing to give away old copies. You will need three types of magazines: magazines that are designed to appeal to women (e.g., *Cosmopolitan, Ladies Home Journal, Vogue, Better Homes and Gardens, Woman's Day, Family Living, etc.);* magazines that are intended to appeal to men (e.g., *Sports Illustrated, Esquire, Auto Mechanics, Field and Stream, Business Weekly, U.S. News and World Report);* and magazines that are providing modern images (e.g., *MS., New Age Journal, Mother Earth, Quest, Mother Jones, Seven Days).* Be sure to include magazines that are designed to appeal to specific ethnic groups (e.g., *Ebony, Essence, Nuestro, La Luz).*

Activity 4: "Logical Conclusions." If possible, laminate the game cards before using; they will last longer.

MODULE II.

Activity 1. "Media Analysis." Make tally sheets on newsprint as below.

MEDIA ANALYSIS	♀	♂
Total Number in Newspapers		
Total Number on TV		
Total Number on Billboards		
Total Number in all media		
Kinds of Activities Shown for		

	♀	♂
Appears as authority		
Number of ads directed to		
Messages about		

Activity 3: "Gender Commandments."

For Option I, make butcher paper murals as below. If blue and pink paper are not available, use blue and pink felt-tip markers on white paper.

Blue butcher paper — 4' section

How it feels to receive commandments for Males

Pink paper — 4' section

How it feels to receive commandments for Females

Option II: If space allows, make an 8' x 12' mural. If not, divide in half.

"What they used to say to me"			
Commandments for girls		Commandments for boys	
Girls should/do	Girls shouldn't/don't	Boys should/do	Boys shouldn't/don't

Activity 4. "Brain Food Series." Reproduce an extra set of **articles** if there are more than 17 participants at the session. Each participant should have an article to read.

Activity 5: "Problem Continuum." Make 5 paper or cardboard yellow markers about 8" square or 8½" x 11". Put a large number on each marker (1-5).

Prepare a newsprint tally sheet as illustrated below:

Problem: _____ Rating 1 2 3 4 5

♂unemotional
♀nurtures
♂ tough, athletic
♀ discour. from being indep, assertive
♂strong
♀ discour. from athletics
♂objective, not arty
♀ puts career last
♂ financial success
♀ attractive, not bold
♂ takes initiative w. women
♀ catches man to support her

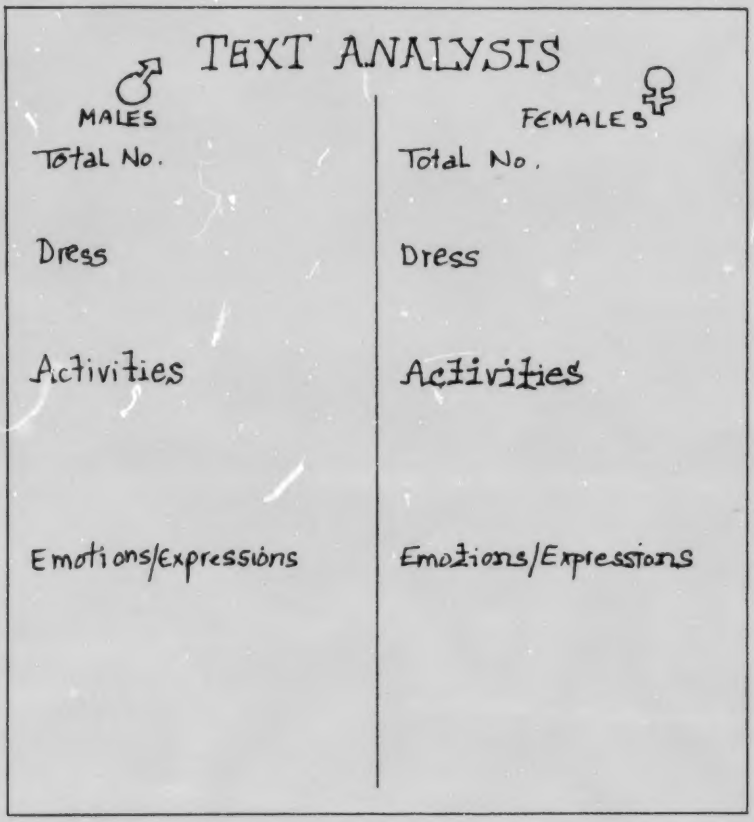
MODULE III

Activity 1: "Student Views." Prepare two newsprint tally sheets as follows:

Heroes	Traits

Heroines	Traits

Activity 2: "Text Analysis." Prepare a summary analysis newsprint sheet as follows:



Collect textbooks for analysis. If possible, have participants bring textbooks their students use. If not, collect a variety of textbooks to reflect the subject areas and grade level assignments of your participants. Illustrated texts are preferred. Have at least one textbook for every three participants.

Activity 7: "Can of Worms." Laminate the problem cards, then cut them out and coil them in coffee cans. Each set should be in a separate can. Duplicate as many blank worms as half the number of your participants. If you plan to repeat the training often, print extras.

MODULE IV.

Activity 5: "Problem Solving." Make a newsprint list of the following problem areas. Be prepared to substitute others if they seem more relevant to your participants.

Problems to solve:

1. Appeals to hard core resistors
2. Curriculum/materials adaptation
3. Strategies for counselors
4. Teacher's lounge awareness activities
5. Awareness activities for students
6. Language

Collect as many resources as possible to have available for the problem solving activity. Select and order items from the annotated bibliography in the Program Guide, if possible. Keep an ongoing collection of articles, participant ideas from other workshops, etc.

CONDUCTING THE WORKSHOP

After you have determined your time blocks, previewed and prepared all materials, arranged the space and registered the participants, you are ready to begin the training session.

The activities were designed for a maximum of 45 participants and a minimum of 8 participants. Although the session could be conducted with more participants, it would lose some effectiveness because of the additional time required for the group reporting activities. The group size for small group activities should be no less than three and no more than six, in order to allow a maximum exchange of ideas.

Often people from the same school or office will want to work together. This can have the advantage of "extending" the training time in that they will often continue their discussions and explorations beyond the session. However, it is also important to introduce some new and unfamiliar people to the group in order to assure that new points of view are offered and also to reduce the tendency to lapse into "shop talk" instead of focusing on the issue at hand.

You can expect two extremes in group participation: the silent non-participant and the group dominator. It will be important to be sensitive to both as you conduct the session. For the non-participant, take opportunities to involve the person by requesting that they record, or by putting them in charge of the distribution of games or materials. For the group dominator, encourage a rotation system within the group so that responsibilities for recording and reporting are spread among group members. If the group dominator consistently reports out the results of the group's work, ask for minority opinions from other group members.

A time estimate is given for each activity, and in some instances a time allotment is specified as part of the procedure. Except in those cases where the time allotment is specified as part of the procedural directions, you should feel free to adjust the time to the needs and interests of the participants. For example, it is difficult to estimate the amount of time a group will discuss during an activity. You as the trainer will have to decide at what point to cut the discussion and move on. In some cases an activity will not be effective with a group, and you will need to move on and possibly allow more time on other activities.

EVALUATING THE TRAINING

As a trainer you will want to know how effective the training has been, so that you can refine it for future sessions. There are three important ways you can obtain feedback from the session: a written feedback form; an informal discussion with participants; and having someone else observe the training session.

The advantage of using a written feedback form is that all of the participants have a chance to comment on the session and they can feel free to make both positive and negative comments since they are made anonymously. Also, the results are available for you to tally and study later. A sample feedback form is included at the end of this section.

Informal discussion with participants at the end of the session or after activities that you feel unsure about can be very helpful. Participants will often be more willing to elaborate verbally than in written form, and you can discover their reasons for liking or disliking an activity, which gives you a better basis for making revisions.

Having an objective observer can also be very helpful. The observer can often pick up on subtle group dynamic issues or overhear participant comments that you are too involved to observe. If you have an observer, try to talk to him/her intermittently during the session to make mid-course revisions, and as soon after the session as possible in order not to forget the particulars they are referring to.

Another very important factor in evaluating the session is your own perceptions of the workshop. What are you learning from the training? Which activities do you feel most comfortable with? Which do you feel bring understanding and involvement in the training session? In what areas do you need more information in order to handle a problem situation or answer questions which arise during the training? In doing this kind of evaluation, you will be better prepared for the next session.

TOGETHER WE CAN

School District _____ Assignment _____

Years of Experience _____ Level _____

1. Please rate and comment on each activity:

	Liked Very Much		OK		Disliked
Defining the Terms	1	2	3	4	5
Male/Female Collage	1	2	3	4	5
Logical Conclusion Card Matching	1	2	3	4	5
Filmstrip: Which Comes First?/Worksheet	1	2	3	4	5
School Evaluation Sheet	1	2	3	4	5
Then/Now Continuum	1	2	3	4	5
Law Review, Discussion	1	2	3	4	5
In-Box Simulation, Problem Cards	1	2	3	4	5
Filmstrip: Stop, Look and Listen	1	2	3	4	5

2. Please rate whether or not you think the objectives were covered:

	Fully Achieved		Fair Coverage		Far from Achieved
Define sex-role stereotyping	1	2	3	4	5
Describe some of the effects of sex-role stereotyping	1	2	3	4	5
Describe some of the changing roles of men and women in society and some of the possible positive and negative consequences	1	2	3	4	5
Identify ways in which stereotypes are taught	1	2	3	4	5
Describe some of the legal and social forces producing sex-role changes	1	2	3	4	5
Identify some of our own behaviors and attitudes that are based on assumptions about sex differences	1	2	3	4	5

3. What new ideas/thoughts did you gain from this session?

4. What ideas/processes will you be able to use with your students? your teaching colleagues?

5. How did you feel doing the activities? Did any of them cause you to feel: excited, angry, upset, other?

6. Comments on the session as a whole:

ACTIVITY DIRECTIONS

PROGRAM ACTIVITY CHART

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
MODULE I					
1. *Introduction* Program overview, goals, warm-up.	Introduce the training program		**Participant Manuals** **Transparencies** Overhead projector Index cards lemons	10 - 20 mins.	Large group Small groups
2. *Coming to Terms.* Generate definitions of sex-role stereotyping and sex discrimination, with examples of each. Discuss. Adopt group definition.	Define sex-role stereotyping.	Sex-role stereotyping; sex discrimination	**Worksheet**: "To Begin; definitions" Newsprint Felt-tip pens Tape	15 - 20 mins.	Individual Small groups Large group
3. *Building Images.* List positive and negative traits/characteristics of stereotyped images of males and females. Find visual support and make collage figures. Compare male and female figures. Change collages to reflect emerging "new images" of females and males.	Define sex-role stereotyping. Describe some of the effects of sex-role stereotyping. Describe the changing roles of men and women in society and some of the possible positive and negative consequences.	Stereotyped images of males and females. Role of media in creating images Relationship of stereotyped messages to self-concept.	Butcher paper figures Felt-tip pens Tape Magazines	40 - 60 mins.	Small groups Large group
4. *Logical Conclusion.* Match attitudes and behavior cards from game "Logical Conclusion."	Define sex-role stereotyping. Identify ways in which stereotypes are taught in schools, family, community, media Describe some of the effects of sex-role stereotyping	Relationship of attitudes and assumptions to actions Unconscious discrimination Literary/historic stereotypes of females	**Game Cards**: "Logical Conclusion"	10 - 20 mins.	Small groups Large group
5. *Heroes/Heroines.* Complete "My Heroes and Heroines" Worksheet; compile messages about sex roles on composite worksheet. Compare with current messages conveyed with media heroes/heroines	Identify ways in which stereotypes are taught in schools, family, media, community Describe the changing roles of men and women in society and some of the possible positive and negative consequences.	Heroes/heroines of youth convey messages about sex-roles, both positive and negative.	**Worksheets**: "Heroes/Heroines."	40 mins.	Individual Small Groups Large Group
6. *Images/Self-Concept.* View and discuss filmstrip. Compare with own knowledge and experience of male/female myths, images.	Identify ways in which stereotypes are taught in schools, family, community and the media. Describe the changing roles of men and women in society and some of the possible positive and negative consequences. Describe some of the effects of sex-role stereotyping	Folk mythology and literature convey messages about our sex roles. Effect of Images on self-concept formation. Changing male/female images in folklore, media, literature	**Filmstrip** and **Worksheet**: "Images and Our Self-Concept" Filmstrip projector Screen Cassette recorder	1 hour	Large Group Small groups

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
7. *Homework.* Assignments to do media analysis and exercises with students: Heroes/heroines or collage	Identify ways in which stereotypes are taught in schools, family, community, media Describe some of the effects of sex-role stereotyping Describe the changing roles of men and women in society and some of the possible positive and negative consequences.	Notions of potential and options are partially formed by sex-role messages conveyed by the media and popular heroes/heroines	**Follow-up worksheets:** "Media Analysis" and "Heroes/Heroines"	5 - 10 mins.	Large group
MODULE II					
1. *Media Analysis.* Discuss results of homework. Summarize findings. Discuss possible actions to counteract negative findings.	Identify ways in which stereotypes are taught in schools, family, community, media Describe some of the legal and social forces producing sex-role changes	Media help form attitudes about sex-roles.	Completed **Worksheets:** "Media Analysis" **Participant Manual:** "Discussion Questions" Newsprint or blackboard Felt tip pen or chalk	30 minutes	Small groups Large group
2. *Changing Roles.* View filmstrip. Complete worksheet. Discuss.	Describe some of the effects of sex-role stereotyping Describe the changing roles of men and women in society and some of the possible positive and negative consequences	Origins of traditional sex roles. Sociological, legal, technological, economic factors causing sex-role changes	**Filmstrip:** "Which Comes First—the Person or the Role?" **Worksheet:** "Which Comes First?" Filmstrip projector Cassette recorder screen	30 - 45 mins.	Large group Individual Small groups
3. *Gender Commandments.* *Option I:* Experience gender commandments given other sex; generate list of additional messages from the past. Determine which messages are still valid. Generate list of new messages or "Commandments" for children. Discuss. *Option II:* Generate list of sex-role messages from the past. Determine which are still valid. Generate new list of sayings for children. Discuss.	Identify and describe some of our own behaviors and attitudes that are based on sex-role stereotyping Identify ways in which stereotypes are taught in schools, family, media, communities Describe some of the effects of sex-role stereotyping	Verbal mandates help form sex role definitions	Felt tip pens Tape Butcher paper For Option II, add **Gender Commandment cards.**	40 minutes	*Option I* 2 groups, male and female Large group *Option II* Large group
4. *Brain Food Series.* Read articles and take notes on Worksheet. Report out, discuss.	Describe some of the effects of sex-role stereotyping Identify ways in which stereotypes are taught in schools, community, family, media	Negative effects of sex-role stereotyping on female self-concept Long-range costs to males and females from stereotyping.	**Participant Manual:** listing of articles and Worksheet - "Brain Food Series" **Articles:** "Brain Food Series" Newsprint Felt tip pens Tape	2 hours	5 groups with minimum of 2 persons in a group

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
	Describe some of the legal and social forces producing sex-role changes Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	Pressures on males caused by sex-role stereotyping. Racial minorities bear double burden of racism and sex-role stereotypes. Many "innate" differences between males and females are due to conditioning.			
5. *Problem Continuum.* Take a stand along a continuum to indicate how big a problem some sex-role stereotypes represent. Discuss the most controversial items.	Describe some of the effects of sex-role stereotyping	Evaluation of problems caused by sex-role stereotyping.	Paper markers Newsprint Felt tip pen	30 minutes	Large group
6. *Word Power.* Read and respond to language items on worksheet; write non-sexist alternatives to limiting language. Discuss.	Identify ways in which stereotypes are taught Identify some of our own attitudes based on sex-role stereotyping	Power of language in forming attitudes and self-concepts	**Worksheet**: "Does Language Make a Difference?"	30 - 40 mins.	Individual Small groups Large group
7. *Homework.* Discuss importance of awareness-training with students. Assign them to have their students fill out booklets for boys/for girls; analyze answers.	Describe some of the effects of sex-role stereotyping	Stereotypes students hold.	**Follow-up Booklets**: "Girls," "Boys"	15 minutes	Large group
MODULE III					
1. *Student Views.* Report on student views as collected in exercises: collage, heroes/heroines, girl/boy booklets. Compare with collages and heroes/heroines of workshop participants. Discuss.	Define sex-role stereotyping Identify ways in which stereotypes are taught Describe some of the effects of sex-role stereotyping Describe some of the changing roles of men and women and some of the possible positive and negative consequences	Similarities/differences between participants and student views on sex-roles.	Completed student work: collages heroes/heroines girl/boy booklets Newsprint and felt-tip pen or Blackboard and chalk Collages and heroes/heroines summaries from Module I workshop.	30 - 40 mins.	Large group
2. *Text Analysis.* Analyze textbooks for sex-role stereotypes. Summarize findings. Discuss. Brainstorm ways to counteract stereotyping in texts; report out and discuss.	Identify some of the ways stereotypes are taught in schools, families, community, media Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	Messages about sex-roles in textbooks Strategies to counter the negative messages.	Texts in adoption **Worksheet**: "Text Analysis" Newsprint with analysis categories Felt tip pens	45 minutes	Pairs, alternating with large group

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
3. *Understanding Title IX.* Read information on the law. Record on worksheet. Discuss.	Describe some of the legal and social forces producing sex-role changes Identify and describe alternate behaviors/strategies to counter sex-role stereotyping situations/attitudes.	Legal issues in the schools: employment and benefit patterns; physical education; extra-curricular activities; curriculum offerings; discipline.	**Worksheet:** "Understanding Title IX" **Participant Manual Articles:** "Summary of the Regulations for Title IX" and "What Are They Complaining About?"	30 minutes	5 groups of 3-4 or 10 groups with 2-3 Large group
4. *Stop. Look. Listen.* View filmstrip. Using worksheet, discuss.	Define sex-role stereotyping Describe some of the effects of sex-role stereotyping Describe the changing roles of men and women in society and some of the positive and negative consequences	Student views of sex-role expectations and pressures Student visions of "how they'd like it to be"	**Filmstrip:** "Stop. Look. Listen." **Worksheet:** "Stop. Look. Listen." **Poetry booklet:** "Stop. Look. Listen" Filmstrip projector Cassette recorder Screen	30 minutes	Large group
5. *Body Language.* Act out, label and discuss stereotypical body language based on sex roles.	Define sex-role stereotyping Identify and describe some of our behaviors and attitudes that are based on sex-role stereotyping	Sex-role messages conveyed by body language	None	20 minutes	Small groups Large group
6. *Recollections.* Tell a partner about a person who encouraged you to stretch your limits; listen to same. Discuss.	Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	Power of encouragement Impact of "mentors"	Newsprint Felt tip pen	30 minutes	Pairs Large group
7. *Can of Worms.* Generate solutions to specific school-related sex-role problems. Discuss problems and solutions in large group	Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	School-related situations: academics, athletics, career choices, discipline Teacher/counselor role in combating sexism	**Problem cards:** "Can of Worms" 3 coffee cans	30 - 40 mins.	Small groups Large group
8. *Homework.* Instruct participants to choose at least one activity from "Thinking It Over" Worksheet. Assign article readings.	Describe some of the effects of sex-role stereotyping Identify and describe some of our own stereotyped behaviors and attitudes Identify and describe alternate behaviors and strategies to counter sex-role stereotyping	Self reflection re: sex-role attitudes/assumptions	**Follow-up Worksheet:** "Thinking It Over"	5 minutes	Large group

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
MODULE IV					
1. *Thinking It Over.* Discuss observations and homework from participants.	Describe some of our own behaviors and attitudes that are based on sex-role stereotyping Describe the changing roles of men and women in society and some of the possible positive and negative consequences	Self reflection re: sex-role attitudes/assumptions	Completed self-study exercises from "Thinking It Over" Worksheet.	30 - 40 mins.	Large group if less than 20 Small groups if more than 20.
2. *Ideal Self/Barriers.* Draw portrait of ideal self and the barriers to attaining the ideal. Discuss.	Describe some of the effects of sex-role stereotyping Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	Individual goals, ideal selves Barriers to self realization	Felt-tip pens Paper or crayons	40 minutes	Individual Small groups Large group
3. *Expectations.* View and discuss film, using worksheet to guide discussion.	Define sex-role stereotyping Describe some of the effects of sex-role stereotyping Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	Expectations based on sex-role stereotypes affect day-to-day situations and relationships.	**Film:** *Expectations* **Participant Manual Worksheet:** "Expectations" Projector and screen	40 minutes	Large group Small groups
4. *Changing Norms.* *Option I:* Describe awkward situations experienced due to changing sex-roles. Problem solve the situations. Discuss. *Option II:* Do a version of the "John Paul Jones" dance to explore changing manners and rituals. Discuss.	Describe the changing roles of women and men in society and some of the possible positive and negative consequences. Describe some of our own behaviors and attitudes that are based on sex-role stereotypes Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	Changing manners and rituals Relationship of rituals and forms to attitudes	*Option I:* **Participant Manual Worksheet:** "Changing Norms." *Option II:* Record or cassette player Country western music	30 - 40 mins.	Option I: Small groups Option II: Large group
5. *Problem Solving.* Brainstorm ways stereotypes are taught in general, and how they are taught in schools. Select list of problem areas to problem solve in groups. Report out and discuss.	Identify ways in which stereotypes are taught in schools, family, community, media. Identify and describe alternate behaviors/strategies to counter sex-role stereotyping situations/attitudes	Action ideas: classroom strategies, materials adaptation, staff awareness, language usage, counseling ideas	Newsprint Felt tip pens Tape Newsprint lists Resources for problem solving	1 hr. and 30 minutes	Small groups Large group
6. *Follow-up.* Explain format and purpose of follow-up materials in participant manuals.	Describe follow-up resources.	Continuing awareness, commitment	**Participant Manual:** "On Your Own" Follow-up Materials	5 minutes	Large group

MODULE I:

The Roots of Sex-Role Stereotyping

1

INTRODUCTION

Objective:
To introduce the training program

Time: 10-20 minutes

Grouping: Large group, small groups of 4-6

Materials/Equipment:
Transparencies (6)

Participant Manuals (1 per participant)

Overhead projector

Lemons (if using warm-up exercise #1)

Index cards (using warm-up exercise #2)

Space Arrangements/Preparation:
Set up the overhead projector. Have the room arranged with four to six chairs around each table. Be sure everyone can see the screen.

Before beginning the training activities, introduce yourself and the purpose and history of the training program, and do a warm-up and grouping exercise with the participants, if time allows. Give a brief overview of the training program, using the **overhead transparencies.** Use the following general outline.

Transparency 1 — This training program, Together We Can, is designed to address an important issue in our schools, sex-role stereotyping. The materials were developed under a grant from the Women's Education Equity Act, which is an Office of Education program created in 1976. Under the grant, 63 programs were funded to develop training materials, resources, and procedures to provide assistance in assuring a bias-free education for girls and boys. This training program is one of the resulting products.

Transparency 2 — The training you will be experiencing is a part of a more comprehensive training program. The entire training program includes a set of materials, procedures and media for each of the following audiences: school administrators, teachers and counselors, early childhood personnel, school volunteers, parent groups and community groups. Each set of materials takes into account needs and roles of the specific audience in relation to the schools, as well as their expected time constraints in addressing the issue.

Transparency 3 — The training program addresses the following goals:

Recognize that:

- sex-role stereotypes are learned from family, school and community and that they vary from culture to culture
- employment and living patterns of men and women are changing
- sex-role stereotyping affects each individual's sense of self and limits aspirations and choices

Examine our own attitudes and behavior in relation to sex-role stereotyping

Explore actions that we can take to reduce sex-role stereotyping

Create learning climates that support an expanded range of behavior and role choices for individuals

Transparency 4 — The objectives that we will be addressing in the training are as follows:

Define sex-role stereotyping

Identify ways in which stereotypes are taught in schools, family, the media and the community

Describe some of the effects of sex-role stereotyping

Describe the changing roles of men and women in society and some of the possible positive and negative consequences

Describe some of the legal and social forces producing sex-role changes

Describe some of our own behaviors and attitudes that are based on sex-role stereotyping

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Transparency 5 — The activities in the training are designed to get you actively involved and to participate in value-clarifying and problem-solving activities. During the session you will be involved in: experiential activities, viewing media, doing research, discussions, and game-playing. The activities are all designed to cause reflection, to draw from your own experiences and resources, and to draw your own conclusions. There are no "right" or "wrong" answers — we are all exploring together the changing roles in society, our values in relation to the changes, and our projections about what will be best for our students.

If time permits, you may wish to do a warm-up activity with the participants before beginning the activities. You may wish to choose from one of the following to help introduce the participants to each other and provide a social "ice-breaker." The alternate warm-up activities are as follows:

1) *The Lemon Exercise.* Begin by explaining that you want to wake up their thinking powers by doing an exercise that calls for descriptive and observational powers. Have a piece of newsprint posted. Tell them that they are going to list characteristics that identify lemons. Give the key: "All lemons are..." and have them name descriptive characteristics (yellow, oblong, bitter, etc.) Record their responses. After they have listed as many as they can think of, tell them they are going to be introduced to some individual lemons. Pass out to each participant a lemon (preferably "non-stereotyped" looking lemons). Tell each participant to study their lemon closely, noting all of its details and idiosyncrasies. After they have "gotten to know" their lemons, ask that they find at least three people in the room that they do not already know and introduce themselves and their lemon to those people. Encourage participants to get up and move around for this exercise. After each person has met at least three other people, ask them to be seated with those people at a table. These will be their working partners for the session. Ask:

Did your individual lemons fit all of the characteristics of the stereotyped notion of a lemon?

Was it easy or hard to find individual differences among your lemons?

To continue the exercise later on in the session, you could take up all of the lemons and then put them all together in a bunch and instruct participants to find their lemon. This could be done at coffee break time, and each participant could be instructed to take their lemon and a friend to coffee.

2) *The Person Hunt Exercise.* Pass out to each participant an index card. Instruct them to write on the card something that they do or like that would be considered unusual for a person of their sex. Be sure that they indicate on their card whether they are male or female. After all have written the information on their card, have them place their cards in a pile in the center of the room. After all of the cards have been placed, shuffle them up and then instruct each person to draw a card. They are to try to find the person who matches the description on the card, and interview them, finding out as much as possible about the information they included on the card and other points of interest. Allow about 5-10 minutes for people to find and interview each other. Then instruct them to be seated. If the group is not too large, ask people to introduce the person they interviewed to the group, giving the "unusual" information about them and whatever else they would like to include.

3) *What I Like About Being a Man/Woman Exercise.* Tell the participants that they will be exploring what it means to be female and male, both in its positive and negative aspects.

In order to get to know each other and to start out on a positive note, ask them to get up and go and share with at least five other people what they like about being a male or a female...the things that they like best about being male or female. Encourage them to introduce themselves to at least three people that they do not already know. After they have had time to complete their sharing (10-15 minutes), ask them

to be seated. Ask the group to share some of the general kinds of statements that were made.

4) Ask participants to introduce themselves to the group, including their name, their job, and their reasons for attending the workshop or their expectations of the workshop.

After the warm-up activity, proceed to the training activities. Hand out the **Participant Manuals**.

2

COMING TO TERMS

Objective:
To define sex-role stereotyping

Time: 15-20 minutes

Grouping: Individual; small groups of 4-6; large group

Materials:
Participant Manual worksheet: "To Begin: Definitions"

Newsprint paper

Felt tip pens

Tape

Space Arrangement/Preparation:
Have participants seated around tables, four to six at each table. Give each group a sheet of newsprint and a felt tip pen.

Explain: Throughout this training, we will focus on the real, potential and assumed female and male roles in our society. We will explore how these roles have emerged, how they are taught, how they are changing. Two terms we will use are sex-role stereotyping and sex discrimination.

Instruct participants to individually fill out the **Participant Manual Worksheet:** "To Begin: Definitions."

After 5 minutes, instruct them to share their definitions with their small group and begin working on a definition for each term that they all agree is comprehensive and accurate. Have them write on the sheet of newsprint.

Allow 5 minutes for the group definition. Then have them tape their definitions to the wall and share them with the large group.

After all the definitions have been posted, encourage discussion, questions among the group.

- How are the definitions you came up with similar?
- How are they different?
- Which are the key concepts that we would like to adopt as a group?

Have the group adopt definitions they will operate from for the rest of the session. Leave the definitions posted throughout the session. When appropriate, refer back to them.

Take up the individual participant worksheets. Look them over after the training session to get an idea of the general level of awareness of the participants (for example, do they tend to list only the most obvious illustrations of sex-role stereotyping, or do they include more subtle variations; how many have taken actions to counter sex-role stereotyping in the past few weeks?). The results can help you determine the proportionate amount of time to spend on general awareness and on practical problem-solving activities in the following sessions.

3

BUILDING IMAGES

Objectives:

Define sex-role stereotyping

Describe some of the effects of sex-role stereotyping

Describe the changing roles of men and women in society and some of the possible positive and negative consequences

Time: 40 minutes - one hour

Grouping: Small groups of 4-6; large group

Materials:

Large butcher paper figures (1 for each small group)

Felt tip pens

Tape or glue

Magazines

Space Arrangement/Preparations:

See Session Preparation section for instructions on making butcher paper figures, and for suggestions for magazines. Have participants seated around tables, four to six at each table. Have the magazines stacked in three categories: female, male, both.

Explain: We are going to begin to explore in more depth our definition of what is masculine and what is feminine. All of us define ourselves, in large part, in terms of our sex and the roles and characteristics associated with it.

The point of this exercise is to describe what our culture has *traditionally* defined as the "true male" and the "true female"; to identify some of the positive and negative aspects of each gender definition; to find some examples of ways these stereotypes are reinforced in our media; and to look at ways these stereotypes are changing.

Instruct the participants to remain in their groups of 4-6. Provide each group with one of the male or female butcher paper figures, several felt-tip pens, scotch tape or glue, several pairs of scissors. Be sure to evenly distribute male and female figures.

Explain that they are to begin building their stereotyped person by listing all the positive qualities/roles/characteristics/attitudes that have come to be associated with their figure on the plus side of the figures. (Example for the male figure: brave, successful, etc.)

Next, they are to write down all of the negative qualities/roles/characteristics/attitudes that are associated with their figure (e.g.,the male is brutal, selfish, etc.). Encourage *all* the participants to write on the figure, preferably in large bold print (or drawings if they prefer to symbolize qualities), so that when the figures are taped up for discussion the words can be read across the room.

After the participants finish writing (10-15 minutes), instruct them to select from the stack of magazines aimed at the sex of their figure. They will choose several magazines to take back to their table, and as a group select pictures/words/images that reflect or expand upon the concepts they wrote on their figure, cut them out, and tape them on the figure on the relevant side (plus or minus), making a collage.

Allow about 20 minutes to complete the collages. As groups finish their collages, tape them up around the room. If possible,

keep the female collages together and the male collages together, for comparison. Have a representative from each group present their collage, noting important points, things of interest that happened as the collage was being created. After the reports, ask:

What similarities do you notice among all of the female images?

What similarities do you notice among all of the male images?

Are there any similarities among the male and female images?

What are the major differences between the female and male images?

How easy or difficult was it to find support for the traditional images among the media?

Did the media allow for any ethnic or cultural differences, or were the images fairly uniform?

How realistic are these images? Do you know anyone that fits them?

What kind of pressure do you think these images put on all of us — young and old? How do they relate to our self-concept formation?

What causes these images to remain so strong in our culture? Whose interests do they serve?

After the discussion, briefly discuss the fact that new images are emerging now — that the various "people's" movements (e.g., feminist, Black, Chicano, etc.) are causing us to reassess our old images and create new ones. The images of the "new" man and the "new" woman are emerging.

Instruct participants to go to their collages and cross out or take off images that are now being negated by the new images, and to add words/images/pictures that reflect the new images.

Allow 5-10 minutes. Afterwards have them gather around and discuss the following questions.

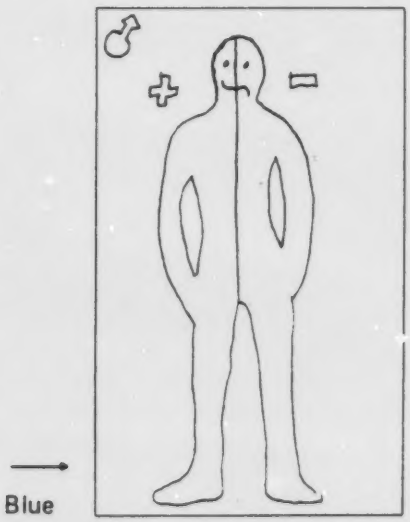
What changes were made on the female image? The male image?

Which had the most changes? How would you explain that?

Could you, or would you, be able to find much support in the media for the new images?

What changes do you consider positive? negative?

Are the female and male images beginning to share any traits/characteristics? Are they beginning to overlap more?



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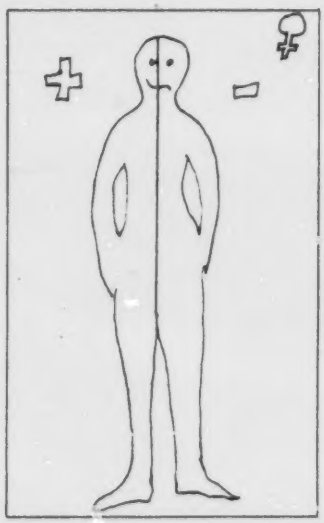

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4

LOGICAL CONCLUSION

Objectives:
Define sex-role stereotyping

Identify ways in which stereotypes are taught in schools, family, community, media

Describe some of the effects of sex-role stereotyping

Time: 10-20 minutes

Grouping: Small groups of 4-6; large group

Materials:
Game cards: "Logical Conclusion" (one card set for each table).

Space Arrangement/Preparation:
Have participants seated around tables, four to six at a table, with a cleared area for playing.

Distribute a **set of cards** (2 decks of 10) to each table of participants. Instruct them to clear a space to play a card game. Tell them not to begin until you finish the instructions.

Explain: The stereotyped images that surround us cause us to develop some unconscious attitudes about women and men. These attitudes ultimately result in different treatment and behavior toward each sex.

Give instructions: There are two decks of cards to play the game. One deck has sayings from well-known people about the characteristics and attributes of women. They are examples of the stereotyped attitudes that we have inherited. These were taken from *Bartlett's Book of Quotations,* found under the heading of "women." The reason there are no quotes about males is that there was no heading "man"—it was cross-referenced to "humanity" and did not have any quotes on men in particular.

The second set of cards has descriptions of situations in education or at work. All of the situations described are real.

Your task is to match the situations with the attitudes that underlie them. Each attitude card has a matching situation. You are to work together as fast as you can. Signal when you are finished. After your group has finished matching the cards, check the numbers on the back to see if you got the correct matches.

Start the race. Be sure participants do not match by the numbers on the back. After all groups have completed the matching, ask:

Did you find it hard to match the situations with the attitudes?

Do you think the situations are realistic?

Do you think any of the situations would change if they involved a person of a different ethnic group?

Have you heard of other examples of situations that reflect the attitudes on the cards?

How can we get ourselves out of this "Logical Conclusion" bind? What can be done to combat the stereotyped assumptions?

5

HEROES/HEROINES

Objectives:

Identify ways in which stereotypes are taught in schools, family, media, community.

Describe the changing roles of men and women in society and some of the possible positive and negative consequences.

Time: 40 minutes

Grouping: Individual; small groups of 2-4; large group

Materials:

Participant Manual worksheets: "My Heroes and Heroines"

Space Arrangement/ Preparation:

Have participants seated around tables, 4-6 at a table; form a large circle for final discussion.

Introduce the activity: It is important for us to raise our own level of awareness about the early images that we formed. Only then can we decide whether or not they are images and concepts that we want to pass on. Many of these images have been with us so long that we are not aware of them. We have to make a conscious effort to call them forth and make them visible.

This exercise focuses on our early models — the early heroes and heroines who helped define who and how we wanted to be.

Refer participants to the "Heroes and Heroines" **worksheet** in the **Participant Manual.**

Give instructions: Work individually for 10 minutes to recall your childhood heroes and heroines; one from reading and another from TV, movies, or radio. Then fill in the rest of the sheet telling what things happened to each one, what they did, what they would never do, how they treated others.

Allow 10 minutes. Then have participants form groups of 2-4.

As a group, compile a list of messages from your heroes and heroines. After all the messages have been recorded, the group should decide which messages are positive, which are negative, and mark them with a plus or minus.

After 15 minutes, ask each group to report their message lists to the large group. At the end of their reporting, ask:

In retrospect, do you still admire the heroes and heroines of your youth and value their messages? If not, what caused your change in attitude?

Did any women identify with male role models? Any men with female role models? Why do you think this happened?

Do you have any current heroes and heroines from the media?

Are their messages any different from those of your youth?

Do you think the heroes and heroines of students today are alike or different from those of your youth? If different, in what ways?

Do you consider the messages conveyed by the

current media heroes and heroines positive or negative?

What do current models say about sex roles?

Suggest that participants may want to use this same exercise with their students. Instructions for doing the exercise with students are included in the follow-up section of their **Participant Manual.**

IMAGES/SELF CONCEPT

Objectives:

Identify ways in which stereotypes are taught in schools, family, community and the media.

Describe the changing roles of men and women in society and some of the possible positive and negative consequences

Describe some of the effects of sex-role stereotyping.

Time: 1 hour

Grouping: Large group; small groups of 4-6

Materials:

Filmstrip/tape: "Images and Our Self Concept"

Participant Manual worksheet: "Images and Our Self Concept"

Filmstrip projector

Screen

Cassette recorder

Space Arrangement/Preparation:

Have participants seated at tables, 4-6 at a table. Be sure everyone can see the viewing screen.

Introduce the activity: To better understand our present notions about maleness and femaleness, it is important to trace the images and ideas that have been passed down through history. The more we understand the origins of our ideas and attitudes, the greater our ability to analyze and evaluate them.

Explain to participants that they will be viewing a filmstrip that traces the images of males and females through history. The contents are based on the research of the writer. (If you or the participants are interested in the information sources used for the research, refer to the bibliography following the filmstrip script in this manual.)

Show **Part I** of the **filmstrip:** "Images and our Self-Concept". At the conclusion of Part I, instruct participants to use the **worksheet:** "Images and Our Self Concept" to guide their small group discussion. Allow 10 minutes. Then show **Part II** of the **filmstrip** and follow the same small group discussion procedure. After 10 minutes, address the large group with the following questions.

What is your impression of the filmstrip?

What parts do you like/agree with?

What parts do you dislike/disagree with?

What new ideas or awarenesses did you gain from it?

7

HOMEWORK

Objectives:

To identify ways in which stereotypes are taught in schools, family, community, media

To describe some of the effects of sex-role stereotyping

To describe the changing roles of men and women in society and some of the possible positive and negative consequences

Time: 5-10 minutes

Grouping: Large group

Materials:

Participant Manual Follow-up worksheets: "Media Analysis" and "Heroes/Heroines"

Space Arrangement/Preparation:

None

Explain that the homework exercises are designed to help participants continue their consciousness-raising. Ask each person to do an analysis of one form of media (newspaper, TV, billboards). In addition, they can choose one of two activities to try with their students: the collage exercise or the heroes/heroines exercise. Explain the importance of finding out where their students are in relation to stereotyping and of working with them to increase their level of awareness.

Organize the homework activities. For the media analysis activity, have people choose which medium they wish to anaylze: TV, newspaper or billboard. Instruct them to use the **worksheets** provided in the Module I Follow-up section of the **Participant Manual.** Briefly go over each worksheet to be sure the instructions are clear. Tell them they are to fill in the worksheets during the week; they will work with others who did an analysis of the same media at the next session.

Have participants select either the collage or the heroes/heroines exercise to do with their students. The instructions and materials for the activities are included in the Module I Follow-Up section of the **Participant Manual.** They will share the results of their work with students at the third session.

MODULE II:

Changing Roles and Expectations

MEDIA ANALYSIS

Objective:
Identify ways in which stereotypes are taught in schools, family, community, media

Describe some of the effects of sex-role stereotyping

Time: 30 minutes

Grouping: Small groups of 4-6, grouped according to the media they analyzed (newspaper, billboard, TV); large group

Materials:
Completed **Participant Manual Worksheets:** "Media Analysis"

Participant Manual: "Discussion Questions"
Newsprint or blackboard tally sheet

Felt tip pen or chalk

Space Arrangement/Preparation:
Participants seated around tables, 4-6 to a table. Prepared newsprint tally sheet on an easel or taped to the wall so participants can see it.

Introduce the activity: The media plays an enormous role in forming our attitudes, both conscious and unconscious. In the process of becoming aware of sex-role stereotyping in our own thinking, we need to examine the many ways we acquire those stereotypes. In your group, share the results of the media analysis you did. Use the "media analysis discussion questions" in the **Participant Manual** to guide you in summarizing your findings.

At the end of 15 minutes, ask participants to share the results of their analysis with the large group. Ask the following questions of each group. Record their responses on the prepared tally sheet.

How many females appear overall? Males?

Do you notice any patterns in the kinds of activities in which females are portrayed? Males?

When a person is portrayed as an authority, is it more likely to be a female or male?

What overall messages are conveyed about females? About males?

Are there any significant differences between the portrayal of females and males in the television reruns and the current programs?

Do you find the results of this analysis disturbing, considering the impact the media has on children?

If you do, what can be done about it?

MEDIA ANALYSIS	♀	♂
Total Number in Newspapers		
Total Number on TV		
Total Number on Billboards		
Total Number in all media		
Kinds of Activities Shown for		

	♀	♂
Appears as authority		
Number of ads directed to		
Messages about		

2

CHANGING ROLES

Objectives

Describe the changing roles of men and women in society and some of the possible positive and negative consequences.

Describe some of the legal and social forces producing sex-role changes.

Time: 30-45 minutes

Grouping: Large group; small groups of 4-6

Materials:

Filmstrip/tape: "Which Comes First?"

Participant Manual Worksheet: "Which Comes First?"

Filmstrip projector

Cassette recorder

Screen

Space Arrangement/Preparation:

Have participants remain at their tables, facing the screen.

Introduce the Activity: We've been exploring many of the traditional images held for women and men. Let's view a filmstrip that tries to put some of the changes in those traditional images in perspective.

Show the **filmstrip.** After it is over, instruct participants to work in small groups to fill out the **worksheet:** "Which Comes First?" Go over the worksheet directions with them. Allow 15-20 minutes.

After all groups have finished their discussions, ask:

What are some of the major causes of change in our roles according to the filmstrip?

Do you agree? Disagree?

Can you think of other factors affecting our role definitions?

Were you able to come up with specific examples and causes for change in your worksheet? What are some?

3

GENDER COMMANDMENTS

Note:
If there are approximately equal numbers of men and women in the group (at least 30% male) follow Option I directions. Otherwise, use Option II.

Objective:
Identify and describe some of our own behaviors and attitudes that are based on sex-role stereotyping

Identify ways in which stereotypes are taught in schools, family, media, communities

Describe some of the effects of sex-role stereotyping

Time: 40 minutes

Grouping: Option I: two groups, male and female; large group

Option II: large group

Materials:
Felt-tip pens in different colors (enough for each participant)

Newsprint butcher-paper mural (see session preparation section for diagram of mural for each Option)

Tape

For Option II, add **Gender Commandment cards** and newsprint or chalkboard

Space Arrangement/Preparations:
Option I - clear a space large enough for participants to stand in a circle; for both options, tape the prepared mural to a wall where participants can get access to it to write on it; have the felt-tip pens available near the mural. If space allows, set up a circle of chairs for the final discussion.

Introduce the activity: We have explored the power that role models have in forming early concepts of how we should or should not be. There are many other ways in which we form our sex-role concepts. One very powerful way is the direct approach of telling us how we should be. All of us grew up with these verbal mandates — "That's not ladylike," "Don't be a sissy," "A whistling woman and a cackling hen both come to no good end," "What are boys made of..." and so on.

Instructions for Option I

Explain that this exercise is designed to let each sex experience the directives that the other sex grew up with. It will give more of a sense of empathy for the other's point of view. Emphasize the importance of being aware of their feelings throughout the exercise.

Divide the participants into two groups, one male and one female. Tell the female group to take a short break while you explain the directions to the males. Distribute the blue **gender commandment cards** evenly among the men.

Explain that the men will form a circle surrounding the women and that they will read the messages on their cards in a kind of chant or choral reading fashion. They will begin by taking turns reading the message from their first card and then their second card. They should follow fairly quickly after each other, and should gradually accelerate. After they have been around the circle twice, they should begin reading their messages in pairs, and then gradually all chime in at once, increasing the volume, so that the women are bombarded with directives from all parts of the circle at once.

After the directions are clear to the men, call both groups together. Instruct the women to stand facing each other in a circle. They are to close their eyes and listen and notice their responses during the exercise. Instruct the men to stand in a circle surrounding the women.

Have the men start their readings. Orchestrate the reading throughout, indicating when they should begin accelerating the rhythm and increasing the volume. At the end of 2-4 minutes, call a halt. Ask the women:

How did that feel?

What are your responses?

Instruct the women to go to the mural and portray their responses to the directives (in words or symbols), both how they felt as they received them and how they thought they "ought" to be as males. Instruct them to draw on the male side of the mural. The writing and drawing should be done as non-verbally as possible. Allow 5-10 minutes for the portrayal, depending on interest.

While the women are working at the mural, gather the men around the newsprint pad or chalk board and ask them to recall other messages they received when they were growing up. Record their responses on the newsprint.

Call the groups back together and reverse the procedure. Distribute the pink **gender commandment cards** to the women. Instruct the women to form a circle around the men and follow the same chanting procedure. The men are to stand in a circle facing each other and listen with their eyes closed. At the conclusion of the chanting, have the males go to the mural and portray their responses to the directives while the females recall additional directives they grew up with. Allow 5-10 minutes.

Tape the additional gender commandments (that participants have recalled) on the wall next to the appropriate end of the mural. Have the group gather around the mural or sit in a large circle where the mural is within view. Ask:

What did you learn from this experience?

What are the differences in the commandments?

What differences do you see on the mural in response to the commandments?

Of the messages given to boys, which do you consider valid and want to keep?

Of the messages for girls, which would you choose to keep?

Are there any messages you would like to see directed at both sexes? Which ones?

Record the messages they choose to keep on newsprint and post the list near the mural.

Tell the group they will have a chance to generate a new list of sayings that reflect the new images they want children to receive.

Divide participants into groups of four. Give each group a sheet of newsprint and a felt tip pen.

Each group is to generate as many new sayings or directives for children as they can think of. They can either take old sayings (e.g., "A woman's place is in the home") and change them to reflect broader options (e.g., "A woman's place is in the House...and the Senate") or they can create new ones from scratch.

Allow ten minutes to complete the task. Instruct them to tape their work on the wall. Have each group report out some of their new directives. After all groups have had a chance to share, ask:

Are there any comments on these new commandments and sayings?

Does everyone here accept these as an improvement on the directives of the past? If not, what are your reasons?

Directions for Option II

Explain to participants that they are to try to recall as many of the early directives they received as possible. Instruct them to take time and think back, using the cue "I remember when they used to say ..."

As they recall the sayings or directives, they are to go to the mural and record them in the appropriate column. Encourage them to work together at the mural to generate as many of the old sayings as possible. If they have difficulty getting started, read a few of the **gender commandment cards** to stimulate thought. Allow 10-15 minutes. After they have recorded the directives, ask:

What patterns do you see for boys? For girls?

What are the major differences between what they are told to be and do?

Which of these directives do you think young people are still receiving?

Which of these directives do you consider negative? What are your reasons? (If there is group consensus, cross out the negative ones.)

Which messages do you think should be retained because they still have validity? (If there is consensus on these, star them.)

Which ones would you like to see given to both girls and boys? (Where there is consensus, draw arrows from the message to the column for the other sex.)

Tell the group they will have a chance to generate a new list of sayings that reflect the new images they want children to receive.

Instruct them to divide into groups of four. Give each group a sheet of newsprint and a felt tip pen.

Each group is to generate as many new sayings or directives for children as they can think of. They can either take old sayings (e.g., "A woman's place is in the home") and change them to reflect broader options (e.g., "A woman's place is in the House...and the Senate") or they can create new ones from scratch.

Allow 10 minutes to complete the task. Instruct them to tape their work on the wall. Have each group report out some of their new directives. After all groups have had a chance to share, ask:

Are there any comments on these new commandments and sayings?

Does everyone here accept these as an improvement on the directives of the past? If not, what are your reasons?

Option I

Blue butcher paper – 4' section	Pink paper – 4' section
How it feels to receive commandments for Males	How it feels to receive commandments for Females

Option II

"What they used to say to me"			
Commandments for girls		Commandments for boys	
Girls should/do	Girls shouldn't/don't	Boys should/do	Boys shouldn't/don't

4

BRAIN FOOD SERIES

Objectives:

Describe some of the effects of sex-role stereotyping

Identify ways in which stereotypes are taught in schools, community, family, media

Describe some of the legal and social forces producing sex-role changes

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Time: 1 hour: 20 minutes for reading; 40 for discussion

Grouping: 5 groups with a minimum of 2 persons per group

Materials:

Participant Manual pages: listing of articles and worksheet: "Brain Food Series"

Articles: "Brain Food Series" (17)

Newsprint

Felt tip pens

Tape

Space Arrangement/Preparation:

Be sure there are enough copies of the articles — at least one per participant. Stack and label the articles according to the categories by which they are listed. Arrange five separate seating areas around tables for reading and small group discussion; large circle with chairs, if possible, for final reporting out.

Introduce the activity by explaining that they will be reading some articles on the effects of sex-role stereotyping.

Refer participants to the **listing of articles** in the **Participant Manual,** and to the stacks of **articles.**

Explain that the articles are divided into five categories. To get the best results from the exercise, each article will need to be read and reported on. Category A deals with negative self-concept in females (4 articles); category B deals with the long range costs of stereotyping to both females and males (4 articles); category C focuses on pressures on males (3 articles); category D treats racial minorities and sex-role stereotyping (3 articles); and category E deals with the differences in female and male abilities, myth or reality (4 articles).

Have each participant select one or more articles (if they select more than one, it should be within the same category). Ask them to sit in groups according to the category of article they choose (A-E). Allow 20-30 minutes (depending on whether they are reading one or two articles) for them to read and take notes, using the **Participant Manual Worksheet:** "Brain Food Series"

Continue the instructions: working in the small groups, have each person summarize the article they read. Instruct them to look for patterns; for cause-effect relationships; for solutions. They are to note on the worksheet whether the costs incurred are to females or males, and what form they take: physical, psychological, economic or achievement. Have them select one person to record the major ideas presented and be prepared to share with the large group.

Allow 20 minutes. Then ask the group to move into a large circle if space allows; otherwise they can remain where they are.

Ask a representative from each group to report the major points from their sharing, emphasizing the problems outlined in the articles, the patterns and correspondences among the problems, and any solutions that may have been presented by the articles or that were generated in the group discussion. Suggest that they fill in the worksheet as they listen.

Allow 3-5 minutes for each group's report. Be sure they tie their report to the theme of their category. After the reports ask:

What is your reaction to the ideas we have just discussed?

Does anything particularly surprise you or bother you?

Do you know anyone who has suffered from any of the costs we have outlined in this discussion?

If participants express an interest in reading other articles in the Brain Food Series you can either provide them with copies if you have the resources to reproduce them, or loan them out.

5

PROBLEM CONTINUUM

Objective:
Describe some of the effects of sex-role stereotyping

Time: 30 minutes (15 minutes for movement, 15 for discussion)

Grouping: Large group

Materials:
Paper markers (see session preparation section)

Newsprint and felt-tip pen for tallying results (see session preparation section)

Space Arrangement/Preparation:
For the movement activity, a large, clear floor space is needed. Tape the prepared (see session preparation) markers to the floor in a straight line, with 3-4 feet between each marker. Marker #1 should be at one end of the continuum and marker #5 at the other end. For the group discussion, set up a large circle of chairs, if space allows.

Introduce the activity: We've been identifying many of the stereotypes held for men and women. Let's evaluate how much of a problem you think some of the stereotypes are.

Explain that they will be moving along a continuum. The markers on the floor represent a scale. Marker number 1 stands for "No Problem"; marker number 5 stands for "A Very Big Problem"; and the markers in between are gradations between the extremes. You will read several statements. After each statement they are to take a stand on one of the markers, indicating how much of a problem (if any) they think the statement represents. After everyone is in place, you will tally, on the prepared newsprint, the number of participants at each marker.

Read each statement and tally the results after each one. The statements are:

As a result of stereotyping, males are discouraged from expressing feelings and emotions.

As a result of stereotyping, females are expected to like and be experts at caring for and serving others (children, men, the aged).

As a result of stereotyping males are expected to be physically tough, and to excel in sports.

As a result of stereotyping females are discouraged from being independent and assertive.

As a result of stereotyping males are always expected to be the strong ones that others can depend on.

As a result of stereotyping females are discouraged from excelling in sports.

As a result of stereotyping, males are supposed to be objective, scientific, and not too arty.

As a result of stereotyping, females are expected to subjugate career to family and social needs.

As a result of stereotyping, males are expected to be financially successful.

As a result of stereotyping, females are expected to be physicially appealing and attractive, but not too bold.

As a result of stereotyping, males are expected to take the initiative and be successful in conquering attractive females.

As a result of stereotyping, females are supposed to catch a man who can support them.

After all items are completed, ask the group to sit around the tally sheet. Note the items that demonstrate dramatic differences of opinion among the group (numerous 5's and 1's). Ask:

Will those who thought this item was a big problem please share some of your reasons for thinking so?

Will those who thought it wasn't a problem at all please share your reasons?

Encourage dialogue between the extreme positions, then move to the middle ground. Be sure a wide range of opinions is heard on all items of controversy.

Problem: _____ Rating 1 2 3 4 5

♂unemotional
♀nurtures
♂tough, athletic
♀discour. from being indep, assertive
♂strong
♀discour. from athletics
♂objective, not arty
♀puts career last
♂financial success
♀attractive, not bold
♂takes initiative w. women
♀catches man to support her

6

WORD POWER

Objectives:
Identify ways in which stereotypes are taught.

Identify some of our own behaviors and attitudes that are based on sex-role stereotyping.

Time: 30-40 minutes

Grouping: Individual; small groups; large group

Materials:
Participant Manual Worksheet: "Does Language Make a Difference?"

Space Arrangement/Preparation:
Participants seated in small groups at work tables.

Explain that one of the important areas of concern in sex-role stereotyping is language. Due to an increased awareness of the impact that language has on people's lives, many groups are pressuring for a more conscientious use of our language. Numerous textbook publishers have established new guidelines for non-sexist language; the National Council for Teachers of English has also written a set of guidelines. This exercise is designed to help explore and assess the impact of sexist language.

Refer participants to the **Participant Manual Worksheet:** "Does Language Make a Difference?"

Instruct participants to individually read section I of the worksheet, then discuss points of interest in their small group. Direct them to proceed through sections II-IV using the same procedure. A discussion leader at each table can help guide the discussion each time by asking members to describe new awarenesses from the reading; to discuss points that they disagree with; to share other examples related to the topic of the reading. No more than five minutes should be spent on the discussion of any one section. Section V of the worksheet calls for participants to write non-sexist alternatives to some sentences and phrases. They may choose to do that section individually or working together as a group.

At the end of 25-30 minutes, call an end to the activity. Ask the following questions.

What did you learn about yourself and your assumptions from this exercise?

Are there any new awarenesses you gained about our language?

How important do you think the issue of language is in the area of sex-role stereotyping?

Which aspects of the language cause you most concern? (e.g., generic "he" and "mankind"; job titles with masculine references—fireman, policeman; different adjective use for women and men—pert vs. ambitious; other)

What can be done to make others more aware of the importance of language in sex-role stereotyping?

7

HOMEWORK

Objectives:
Describe some of the effects of sex-role stereotyping

Time: 15 minutes

Grouping: Large group

Materials:
Participant Manual follow-up booklets: "Girls" and "Boys"

Space Arrangement/Preparation: Participants seated in a large circle or in their small groups.

Explain the importance of working with their students, both to find out what stereotypes they are operating from, and to involve them in activities that raise their level of awareness.

Refer participants to the **booklets** in the **Participant Manual**—one for boys and one for girls.

Ask participants to have at least 15 students fill out the booklets before the next session. If they do not have facilities to have the booklets reproduced, they can write the categories on newsprint or the chalkboard for the students to work from.

Ask them to analyze the results of their students' work, looking for patterns among the boys and among the girls, and comparisons between the stereotypes that have been identified in the workshop sessions and those that students seem to be operating by.

Remind participants to bring the results of any work they have done with students to the next session (collage; heroes/heroines; booklets).

MODULE III:

The School's Role in Change

1

STUDENT VIEWS

Objectives:

Define sex-role stereotyping

Identify ways in which stereotypes are taught in schools, family, community, the media

Describe some of the effects of sex-role stereotyping

Describe some of the changing roles of women and men and some of the possible positive and negative consequences

Time: 30-40 minutes

Grouping: Large group

Materials/Equipment:

Completed student work: collage; heroes/heroines; "girl"/"boy" booklets

Newsprint pad and felt tip pen or chalk board and chalk

Collages made by participants in Module I

Heroes/heroines summaries compiled by participants in Module I

Space Arrangement/Preparations:

Participants seated in a circle. Prepared newsprint tally sheet within view of all. Tape collages from Module I to the wall.

Begin the session by asking participants to share the work they did with their students. Explain that they will be looking for patterns of sex-role assumptions made by students.

If they had students make collages, have them tape them around the room within view. Ask:

How do these collages compare with the ones we made?

What images/themes are the same? What are the differences?

How would you explain the similarity/difference between our collages and the students'?

What do you think this says about their readiness and preparation for their future roles in society?

For those who had students fill out the boy and girl **booklets**, ask:

What are the similarities/differences between the student collages and the opinions that are conveyed in the booklets?

What patterns did you find among girls' attitudes about girls?

What patterns did you find among boys' attitudes about boys?

What did girls say about boys and vice-versa?

Are there any indicators that the students are breaking away from the stereotypic assumptions and patterns? What is the evidence?

For those who collected information on their student's heroes and heroines, ask them to summarize their findings as you record the information on the prepared newsprint tally sheets.

As findings are reported, tally the number of times the same heroes or heroines are mentioned. At the conclusion, ask:

What traits are the males most admired for?

What traits are the females most admired for?

Are there differences between the kinds of people you admired and the kinds of people your students are admiring?

Do you see any trends that encourage you? Disturb you?

After all of the student work has been discussed and shared, ask:

What do you conclude about student ideas and attitudes about sex roles?

How do their ideas/attitudes compare with the traditional definitions of male and female roles?

Heroes	Traits

Heroines	Traits

2

TEXT ANALYSIS

Objectives:

Identify some of the ways in which stereotypes are taught in schools, families, community, media

Identify and describe alternate behavior/strategies to counter sex-role stereotyping

Time: 45 minutes

Grouping: Pairs or threes then large group; pairs or threes then large group again

Materials:

Elementary and secondary textbooks in adoption (see session preparation section—have at least 1/3 as many books as there are participants)

Participation Manual worksheet: "Text Analysis"

Prepared newsprint with analysis categories (see session preparation section)

Newsprint sheets and felt tip pens for each group

Space Arrangement/Preparations:

Small groups can work at tables or by pulling chairs together. Everyone can stay where they are for large group.

Introduce the activity by explaining that they have talked a lot about stereotypes and their effects. This activity will focus on the messages students get from their textbooks.

Instruct the participants to form groups of two or three. Each group is to select a textbook of interest, as closely related to their teaching assignment as possible.

Instruct the groups to use the **Participant Manual worksheet:** "Text Analysis" to guide them in the analysis of the textbook illustrations. They are to skim through as much of the book as possible and record the information on the worksheet.

Allow 15 minutes for the analysis. Then ask the group to report a summary of their findings; as they do, fill in the newsprint tally sheet. After all groups have reported, summarize the results (e.g., total the number of women/men portrayed in all the books; the range of dress and activities, etc.). Ask:

What trends stand out from this analysis?

What messages are conveyed by the dress styles?

What messages are conveyed by the actions of males? of females?

What messages are conveyed by the emotions displayed by males? by females?

If the analysis activity has uncovered pervasive sex-role stereotyping, ask the groups to spend 5 minutes in their analysis groups brainstorming and recording on newsprint ways to counteract the stereotypes in texts used in the classroom. Then ask each group to report out what they recorded. Ask them to tape the newsprint to the wall before they begin their report so others can read as well as listen to their summary.

If the text analysis reveals no stereotypes, declare an extra break to celebrate!

If anyone suggests that students be trained to analyze materials for bias, point out that the materials provide a follow-up text analysis exercise for use with students.

TEXT ANALYSIS

MALES ♂	FEMALES ♀
Total No.	Total No.
Dress	Dress
Activities	Activities
Emotions/expressions	Emotions/Expressions

3

UNDERSTANDING TITLE IX

Objectives:

Describe some of the legal and social forces producing sex-role changes

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping situations/attitudes

Time: 30 minutes

Grouping: Five groups with three to four in a group or ten groups with two to three in a group; large group

Materials:

Participant Manual Articles: "Summary of the Regulations for Title IX" and "What Are They Complaining About?"

Participant Manual Worksheet: "Understanding Title IX."

Space Arrangement/Preparations:

A work table for each group

Introduce the Activity: As was explained in the filmstrip "Which Comes First: The Person or the Role? " laws and mandates have been passed to equalize the opportunities and treatment of women and men.

One of the laws that affects us as educators is Title IX. It is important that we understand the spirit and the application of the law so that we can work within its guidelines in our school districts.

Instruct the participants to divide into five groups, with no more than three-four to a group; or if there are more than 20 participants, divide into ten groups, with two-three to a group.

Explain that they will be reading two articles and recording information from them so they can report to the total group. Each of the five groups will be responsible for finding information on two categories of the law (or each of the ten groups will find information on one category).

Refer them to the **Participant Manual Worksheet:** "Understanding Title IX" and to the two **articles** "Summary of the Regulations for Title IX" and "What Are They Complaining About?" Have each group select the category(ies) they will report on.

Allow 10-15 minutes for the groups to find and record the information from the articles. Ask each group to report their information to the large group. Encourage questions across groups.

4

"STOP. LOOK. LISTEN."

Objectives:

Define sex-role stereotyping

Describe some of the effects of sex-role stereotyping

Describe the changing roles of men and women in society and some of the possible positive and negative consequences

Time: 30 minutes

Grouping: Large group

Materials:

Filmstrip/tape: "Stop. Look. Listen."

Participant Manual Materials: poetry booklet and worksheet: "Stop. Look. Listen."

Filmstrip projector

Cassette recorder

Screen

Space Arrangements/Preparation:

People seated at tables or wherever they can see the filmstrip and takes notes (they'll need a writing surface)

Introduce the filmstrip : It is important to listen to students and know the assumptions and pressures they are operating from. The filmstrip you are about to see is composed of statements, art and poetry produced by students aged 8 to 18. They are responding to questions the narrator posed. The male voices are reading statements made by male students; female voices are reading those made by female students.

Refer participants to the **worksheet:** "Stop. Look. Listen." Have each participant select one of the 10 categories to listen for. They are to take notes on their category as they hear relevant statements. Be sure all of the categories are covered.

Show the **filmstrip,** then turn lights on and ask participants to seat themselves for a large group discussion. Ask:

What is your reaction to the filmstrip?

What statement or poem affects you the most?

How accurately does the filmstrip reflect the views of students you know? (Encourage participants to refer to their homework results.)

What positive statements about males were made by males? By females?

What negative statements about males were made by males? By females?

What problems in male-female relationships emerged in the filmstrip?

What would either sex like to change about sex-role stereotypes for females? For males?

Do you see any evidence that such changes are occurring?

5

BODY LANGUAGE

Objectives:
Define sex-role stereotyping

Identify and describe some of our behaviors and attitudes that are based on sex-role stereotyping

Time: 20 minutes

Grouping: Small groups of 4-6; large group

Materials:
None

Space Arrangement/Preparations:
Enough open space for groups to rehearse their pose; circle of chairs or floor seating for final discussion.

Introduce the activity: Now that we have looked at the formal and legal aspects of stereotyping, let's examine some of the subtle, informal ways in which we communicate and learn sex-role stereotypes. You've no doubt all heard or read about body language and the messages we send through our movements. This exercise is designed to briefly explore body language.

Divide participants into groups of four to six. Have each group identify a stereotypical movement or pose or body language attributed to either men or women and choose one or more persons to act out that behavior or pose for the other groups. Each group in turn acts out its pose or movement, *without speaking*; the others must "label" the movement. Then, as a large group, discuss what "message" each movement conveys. (You may need to point out that the message which a person receives is not necessarily the message which the sender intended to convey.)

How would you label this pose or movement? Is it stereotypic for females or males?

What is the message of the pose? What effect does it have on members of the same sex? The other sex?

6

RECOLLECTIONS

Objectives:
Identify and describe alternate behaviors/strategies to counter sex-role stereotyping.

Time: 30 minutes

Grouping: Pairs; large group

Materials:
None

Space Arrangement/Preparation:
Large circle for discussion; people can work in pairs, within the circle, or go anywhere else.

A single individual can have an enormous impact on the course of another person's life. The purpose of this exercise is to demonstrate the amount of influence that *you* can have in student's lives. The point will be made by having you look back in your own personal history to a person who influenced you or who encouraged you to do something you didn't think you could do. The person could have had an influence either by serving as a role model or by directly advising or encouraging you to do something.

Have each person choose a partner. Instruct each person to think back to a time or event when another person changed the course of their lives by encouraging them to do something they either hadn't thought of doing or that they didn't think they could do. Partners will take turns sharing their stories, taking about 3-5 minutes each. The person telling a story should close his/her eyes while talking; the listener is to remain quiet and not make any comments until the other has finished. After both have finished, they can further discuss their stories and the impact that the special persons had on them.

After 10-minutes call the group back together Ask:

Did anyone have any trouble recalling a person who had a special influence on him/her?

What were some of the things you were encouraged to do? (Encourage several to share their experiences.)

Were any of you encouraged to do something nontraditional for your sex? What were you encouraged to do?

Was the person who encouraged you female or male?

What does this say about the influence you can have in your student's lives?

7

CAN OF WORMS

Objective:
Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Time: 30-40 minutes

Grouping: Small groups of 4-6; large group

Materials:
Problem cards: "Can of Worms" (see session preparation section)

3 coffee cans

Space Arrangement/Preparations:
Seating for groups of four; if space allows, a large circle for final discussion. Put problem cards in coffee cans (the third can is for blank "worms").

Introduce the activity: We have explored some of the general manifestations of sex-role stereotyping. Let's look at some situations that occur in the school setting and see what we can do about them.

Give instructions: have each group select at least two "**wormy problems**" from each of the categories—the student interaction problems and the adult interaction problems; in addition, each group should take two of the blank "worms" to write problems they have encountered. (A listing of all of the problems is on the following pages.)

Instruct each group to work collectively on their solution to each of the situations they have drawn. If the situations are irrelevant to them they may select another "wormy problem" or write some of their own on the blank worms.

Allow 15 minutes for the problem solving. Then ask the groups to report out the most interesting problems they dealt with and their solutions.

LIST OF WORMY PROBLEMS

Student Interaction Problems

1. Melanie is the "dainty" one in your class. She won't do anything that might mess up her hair or clothes: no painting, floor work, outside sports. She is finicky about bugs and the other children have been teasing her by making play spiders, etc. and provoking her screams. The teasing and squealing are getting out of hand. You decide to intervene. What do you do? Whose behavior do you try to change? What will be best for her in the long run?

2. Jason is a small, frail boy in your class with a history of illnesses. He is too weak to join sports or other active play and watches wistfully from the sidelines, by your side. You overhear some male students referring to him as a teacher's pet and sissy, and decide to intervene. What do you say to the other students? To Jason? What can you do in the long run to increase understanding?

3. You have stopped separating boys and girls for activities in your classroom but in some all-school functions you are directed to "line up girls on one side, boys on the other." Your principal is a traditional person who doesn't encourage suggestions for change from the staff. Therefore, you decide to ....

4. Joe is a natural athlete and good at math and science. However, you notice that he has unique talent in the arts, which is not receiving equal recognition with his more traditionally masculine abilities. You feel in the long run nurturing his rare

artistic gifts would bring him greater personal satisfaction. You will....

5. Gloria is the class "toughie." She uses abusive language and aggressively picks fights. Some parents of other children have complained that you allow a girl to behave in such an unladylike way. You have to take some action, therefore you will....

6. You are present when a teacher tells a boy who has hurt his leg and is in pain, "Boys don't cry. Take it like a man." You will....

7. Mary is a big strong girl, skilled in all the traditional males areas—sports, building things, math. You have overheard other students calling her "queer." You will....

8. You receive the course materials for your first-grade class. There is a worksheet with drawings of tools and home appliances. In the center of the worksheet is a picture of a man and a woman. The instructions direct you to tell the children to draw lines connecting the object to the right person. The answer key is very stereotypical. You react by....

9. Jane, a young adolescent, has recently clammed up in school, particularly in math and science (where women are assumed to have less ability), even though she did well in them earlier. She seems to be playing dumb and concentrating more on her looks and the feminine behavior. You feel she is wasting valuable potential. You will....

10. Josie acts like a true tomboy—or liberated female, depending on your point of view. She is from a nontraditional family and seems to delight in playing only with boys and in rejecting other girls on the grounds that they are too silly and boring. The other girls retaliate by disliking her and complaining whenever they are put in a group with her. Is her behavior a problem? If so, what do you do?

11. You are a counselor. A male student comes in for career counseling. All indications (personality tests, vocational/occupational/aptitude scores) point toward a strength in music. The student, however, expresses an interest in becoming an engineer like the other males in his family. His math and science scores and grades are barely adequate. You advise him....

12. You pass out some reading material for class discussion. One student speaks out against the literature on the basis that it is "sexist and racist." "I'm not going to read this," she announces. You are feeling.... You decide to handle the situation by....

13. Louise is a gifted athlete. She has been an all-star on the girls' basketball and track team for the past two years. This year she quit the team. When you ask her why, she explains that the boys said her legs looked like a football player's, and that several of her girlfirends had advised her that she would never have a boyfriend if she stayed in sports because she was a threat to their masculinity. Your response to her is....

14. You are preparing for a play with your elementary school children for Thanksgiving. A male student wants to play the role of Pocohantas, and a female student wants to play the role of the Indian chief. The other children laugh and begin teasing them. You respond by....

15. You are a counselor. A teacher has come to you with a problem. She has a female student in her class who is very bright, yet is not trying as hard as she could. You look up her records and find she has a history of ups and downs in grades and I.Q. tests. The student tells you that she wants to do well in school and go to college, but her parents and her boyfriend feel she doesn't need an education because she is going to marry right after she graduates. They don't have the money to send her, anyway. What do you advise?

16. You are a counselor. You have just returned from a workshop presenting information about nontraditional careers and career training programs for girls and women. You are counseling with a 15-year-old female student who wants to be an auto mechanic. You know that: 1) no girls have ever enrolled in auto mechanics before; 2) the instructor has no desire to enroll female students; and 3) the girl's father is opposed to her taking the course. What do you advise the student to do? Will you enroll the student in the course?

17. The girls in your class complain to you about their P.E. activities. They tell you that the coach separates the 6th grade boys for activities and leaves the girls inside to practice tumbling. The girls protest and insist on going outside. They ask you for help in talking to the coach. You know that the coach feels strongly that girls should not be outside in the cold. You decide to handle it by... (What do you do with the girls? with the coach?)

Adult Interaction Problems

1. You are a counselor. You've just seen a film which is being shown to all 8th grade history classes. It portrays males as the leaders, the makers of history, the inventors and creators, while females, to the extent that they are portrayed at all, are shown

in subservient and secondary roles. You find it objectionable because of the messages given females and males about their options. What do you do?

2. As a P.E. teacher, you are aware of the disproportionate emphasis placed on male varsity sports in comparison to female. For instance, there are a band and cheerleaders at male football and basketball games, but not at female events. The achievements of female athletes seem to be underplayed by the school in relation to the focus on winning male athletes. What do you do?

3. When the male principal at your school calls a meeting he refers to the women teachers as girls and makes jokes and comments which imply that women are less competent and unable to act independently. You are boiling inside—what do you do?

4. You have been told by several of your students that the counselor consistently steers girls toward careers traditional for women (nursing, clerical work, beauticians) and away from more physicially and mentally challenging ambitions. You will....

5. One of your students, a "born actress," has gotten pregnant and has chosen to continue to attend school. However, she has been confronted by the powers-that-be at the school and told she cannot participate in any extra-curricular activities. The father of her child is allowed to continue his varsity sports activities, student council office, etc. You want to use her in the play as she is your best drama student. You will. ..

6. In the teacher's lounge you learn that one of your favorite students, a boy who is sensitive, creative and hates competitive, aggressive situations, is considered by other teachers "too effeminate." They have decided to call in the student's parent(s) for a conference to discuss the problem. You will....

7. You are shocked wnen the new male principal at your school behaves rudely and obscenely toward you. You discover he has been sexually harassing other female teachers as well. Your anxiety and anger are detrimental to your work. When you and several others complain to the superintendent, he dismisses you with a patronizing, joking response. What do you do?

8. You receive a memo describing the speakers for the career-day program at your school. You realize it is very sex-typed— there will be a male doctor, female nurse; male business executive, female secretary; male construction worker, female beautician. You know from your own experience as a vocational ed teacher that many females can excel in traditionally male fields and vice versa, yet very few of your students actually cross over the barriers. You feel such career-day programs may be part of the conditioning that keeps them in their stereotyped places. You decide to....

9. The drama department of your school is presenting a play which you find offensive because of its sexist portrayal of men and women. The women are giggling, vain, incompetent characters who are rescued from the plights they fall into by men who are fearless, strong, self-confident and patronizing toward women. What do you do?

10. You are the school representative to the PTA. For a forthcoming potluck supper, the president asks for women volunteers to cook, and for men volunteers to direct relay races for the children. You hate to cook but like sports, and know some male parents who cook frequently and can't run worth a lick. You decide to....

11. You are serving on a curriculum committee with five other teachers. As a committee, you have outlined a unit of study in career education, at the request of the principal. The unit you have outlined calls for some changes in the traditional unit, such as locating and inviting females in nontraditional jobs to talk on career day, renting a movie and several filmstrips on the changing roles of women in work, and two days of release time for two teachers to develop some new written materials. You take the recommendation to the principal. Whereas before s/he said there were no real budget constraints, s/he now says there is too much "new" going on and the budget is low. You have to go back and report to your committee. You are feeling.... You decide to handle it by....

12. You are a counselor. A teacher comes to you very concerned over the fact that a male student in her homeroom wants to sign up for a Home Economics class. She has noticed that he spends a lot of time looking at catalogs and design books of female clothing and in sketching women's fashions. To this point no male has ever signed up for Home Ec. The teacher also reports that the student's parents have called and expressed a concern over their son's interests. The teacher requests that you speak to the student and discourage him from signing up for the course. You are aware from the vocational testing that the student has a strong interest and talent in this area. You are feeling.... You decide to handle it by....

13. You have just received a list of new readings from the school librarian. The list contains books

and articles that you consider to be very stereotyped in their views and assumptions about male and female roles. You want the librarian to become aware of these biases as she selects new materials; you want to present the issue to her in such a way that she does not get defensive or think it's just another "picky" request she has to respond to. You decide to handle it by....

14. You are in the teacher's lounge talking about the workshop on sex-role stereotyping that you attended. You are excited and planning to do some awareness activities with your students. A colleague overhears you and says "What's this women's lib stuff? Don't you know school's no place to deal with that? You better leave well enough alone." What do you say?

15. You are at a meeting with the principal. For the second year in a row he has turned down nominations for girl patrols. He says "That's no place for girls—they might get run over. What is all this women's lib stuff, anyway?" You respond by....

16. You hear an announcement by the P.E. teacher on the loudspeaker: "All girls wanting to try out for cheerleader report to the cafeteria next period." Your response....

17. A father calls you. He is a successful doctor in town and is very angry because you've asked him to come in for a conference about his son. His son is not doing well in school and has told you that he wants to go into some form of vocational training. The father says, "My son is going to be a doctor and that's that!" Your response is....

8

HOMEWORK

Objectives:

Describe some of the effects of sex-role stereotyping

Identify and describe some of our own stereotyped behaviors and attitudes

Identify and describe alternate behaviors and strategies to counter sex-role stereotyping

Time: 5 minutes

Grouping: Large group

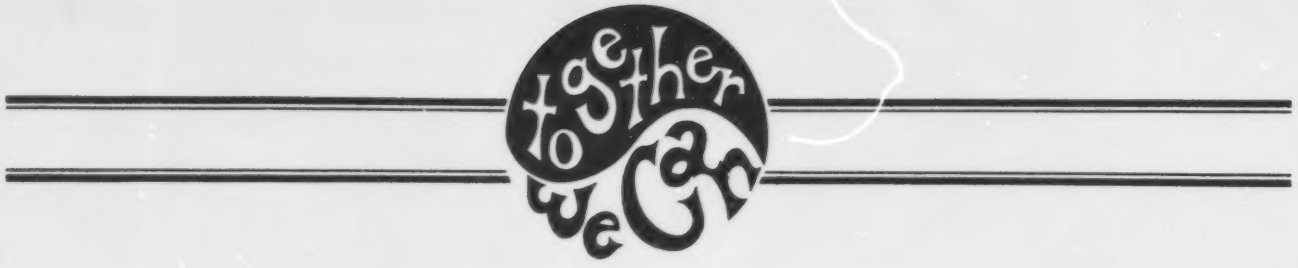
Materials:

Participant Manual Worksheet: "Thinking It Over"

Space Arrangement/Preparation:

None

Instruct the participants to look over the list of activities on the "Thinking it Over" **worksheet.** Ask them to select at least one activity to do by themselves or with a friend. The activities will be discussed at the next meeting. They can choose to share their learnings with the group, or keep them private— that will be up to them. But it will be important for them to think about what they liked or didn't like about doing the activities so that they can contribute to the discussion at the beginning of the next session.



MODULE IV:
What We Can Do

1

THINKING IT OVER

Objectives:

Describe some of our own behaviors and attitudes that are based on sex-role stereotyping

Describe the changing roles of women and men in society and some of the possible positive and negative consequences

Time: 30-40 minutes

Grouping: Large group if there are no more than 20 participants; small groups of 4-6 if the group is larger

Materials:

Completed self-study exercise using the "Thinking It Over" **worksheet**

Space Arrangement:

If using the large group sharing format, place chairs in a circle. If using the small group sharing format, have participants seated around tables in groups of 4-6.

Begin the session by asking if anyone has any new observations or events to share in relation to sex-role stereotyping (something that happened at school, newspaper or magazine articles to share, etc.)

Next, ask those who are willing to comment on what they did and what they learned from the "Thinking It Over" exercises.

Did anyone do the first exercise? What did you learn from it?

How about the second exercise? (and so on)

Allow plenty of time for discussion among group members. Make the climate a safe one by reflecting on and responding to the participants' work in a non-judgmental way.

2

IDEAL SELF/BARRIERS

Objectives:
Describe some of the effects of sex-role stereotyping

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Time: 40 minutes

Grouping: Individual; small groups of 4-6; large group

Materials:
Two sheets of paper per participant

8-10 colored markers or crayons for each group

Space Arrangement/Preparation:
4-6 chairs at tables. Distribute 2 sheets of paper to each participant and a multicolored set of felt tip pens or crayons to each table.

Introduce the activity: In struggling to free ourselves from the invisible barriers in our own minds, it helps to visualize our ideal selves—who we would be, what our lives would be like in our private dreams, free of restrictions. Using symbols and drawings as much as possible and words as little as possible, create a portrait of your ideal self with the markers and paper provided.

Allow 15 minutes. Then continue the directions.

Now think of the barriers that lie between you as you are now, and the self you'd like to be. You can either draw these barriers in and around your portrait, or you can make a new drawing on another sheet of paper, representing only the barriers. Focus on the inner barriers, the psychological restrictions that live within you. Some of the barriers may seem purely external—if you see them that way, include those too.

Allow 10 minutes. Then continue the directions.

Now that you've completed your portraits, share them, if you wish, with the members of your group. Listen and look for similarities and differences. Do any patterns emerge for female portraits that are unique? For male?

At the end of 15 minutes, ask participants to seat themselves in a large circle, if space allows. Ask questions:

What kinds of barriers were shown?

Were the ideals and the barriers different for women and men or similar? Give examples.

Has your ideal self changed greatly since you were a teenager?

Have your barriers to that ideal changed since that time?

Is your ideal self today farther from the stereotype for your sex that it was before?

3

EXPECTATIONS

Objectives:
Define sex-role stereotyping

Describe some of the effects of sex-role stereotyping

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Time: 40 minutes

Grouping: Large group; small groups of 4-6

Materials:
16mm film: *Expectations*

Participant Manual worksheet "Expectations"

16mm projector and screen

Space Arrangement/Preparation:
4-6 participants at a table; screen in view of all participants. Set up the film projector.

Introduce the film, *Expectations.* This film is a series of scenes that illustrate some of the subtle ways that expectations color our daily activities. Sometimes, as the film illustrates, things happen to make us "stop" and recheck our assumptions.

Show the **film.** Ask participants to use the **worksheet** "Expectations" to guide their small group discussion after the film. Allow 15-20 minutes. Then ask some large group discussion questions:

Which of the scenes do you feel are the most effective? have the most impact?

Which are the most difficult to understand or explain?

Are there scenes/incidents in the film that you have experienced?

Were any of the characters' behaviors surprising to you?

How do you feel about the film as a whole? Does it cause any new awareness? Realizations?

4

CHANGING NORMS

Note:
The activity described in Option I is a small-group reflection and discussion exercise. The activity described in Option II is a large group movement exercise. It requires a fair representation of male participants, at least 6-8 in a group of 25. Select the one you consider most appropriate for your group of participants. If the energy level of the group is low, the movement exercise can help liven up the session.

Objectives:
Describe the changing roles of women and men in society and some of the possible positive and negative consequences.

Describe some of our own behaviors and attitudes that are based on sex-role stereotypes

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Time: 30-40 minutes

Grouping: For Option I, small groups of 4-6. For Option II, large group

Materials/Equipment:
Option I — **Participant Manual worksheet:** "Changing Norms"

Option II — Record player or cassette player. Country-Western music, preferably a fairly fast piece

Space Arrangement/Preparation:
For Option I, 4-6 participants seated around each work table. For Option II, a large open space in the room to do a version of the John Paul Jones dance.

Instructions for Option I

Refer the participants to the **Participant Manual worksheet:** "Changing Norms".

Explain that they will be working on the concept of changing rituals and manners that are occurring due to role and attitude changes. Often now, people do not know how to act toward others—forms that used to be expected and acceptable may now be offensive to some. For example, some women still expect the door to be opened for them, and some women take offense at it. Men are in a vulnerable position, not knowing how to predict the responses of others. The same is true of women. Some men still expect the women to wait for the man to take initiative in calling for a date, and some think if a woman is interested in them, the woman should be the one to call. These "crunches" are a part of our daily lives now. Each person has a pet "crunch"— a form or ritual that they think is important and that sometimes causes them problems because of the changing norms.

Instruct each participant to think of a form or ritual that has caused an awkward situation (crunch) for them. At the top of the

worksheet, they are to write down the context of the situation. They are to then fill in the reasons that particular form is important to them, why they do it.

After each person in the group has completed those two items they are then to present their items to their small group, one at a time. The group's responsibility is to explain why that ritual or form doesn't work in certain situations, what is causing the problem (e.g., some women don't like having doors opened for them because they think that it assumes that they are weak and need help).

The group should then propose some alternate behaviors, strategies to alleviate the crunch. After each person has presented their situation and heard the group's response, they should select some options they might try and write them in the column "Things I Might Try."

If participants have a hard time coming up with "crunches", use some of the following situations to stimulate their thought: men lighting a woman's cigarette; men placing the woman's order at dinner; women offering to pay for the dinner; women getting out of the car before the man has a chance to open the door; women doing heavy work around the house; men being asked to do jobs that they feel women are capable of doing (e.g., carrying out the trash); etc.

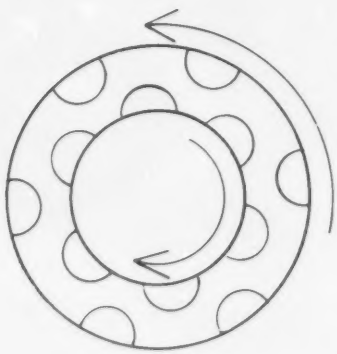
Allow 20-25 minutes to complete the exercise.

After all of the groups have completed their work, ask them to share some of their most interesting crunches and their most inventive solutions.

Instructions for Option II

Tell the participants they will be doing an exercise to explore the rituals that people use in relating to one another, and to explore how those differ between the sexes and also how they are changing.

Have the participants come to the large cleared area in the room. Instruct them to break into two equal size groups with equal distribution of males and females in each group. One group will be in the inside circle facing out, and the other group will be in the outside circle facing in. Once they are in their circles, they should hold hands.



Explain that they will be doing a version of the Paul Jones. Each circle will move to the right in rhythm to the music. When the caller says "Stop", they should face a partner. The caller will tell them what to do with their partner. The people in the outside circle will be the *actors*, the *initiators* in the communication. The people in the inside circle will be the *receivers*, the *responders* to the communication.

The actions should be expressed symbolically — with motions, poses, movements, and without words as much as possible. When the caller says "Stop", they should return to their circle and move around again, until the caller says "Stop" again and they get a new partner and a new instruction.

Explain that some of the categories will be easy to express because we have well-established rituals for them; others will be harder because they depend more on spontaneous expression. For each category, they are to respond as spontaneously as they can. If they have difficulty with some category, just let it go.

Tell them to be conscious of the difference in their responses when paired with a person of the same sex and a person of the other sex; and, to notice how it feels to be the actor and the responder.

Start the music. Allow the participants to move to the rhythm of the music. Use the following calls:

Meet your partner for the first time.

Show affection for your partner.

Have a fight with your partner.

*Persuade your partner to do what **you** want to do.*

Protect your partner.

Comfort your partner.

Say one last goodbye to your partner.

Show your partner how strong you are.

Show your good manners with your partner.

Plead with your partner.

Boss your partner around.

Celebrate with your partner.

At the end of the series of calls, have the circles trade around. Those who were on the inside form the outside circle and vice-versa. Repeat the exercise again, using the same procedure. Tell them to be conscious of the difference in being the actor and the responder. When the exercise is completed, have participants sit in a circle. Ask the following questions:

What are some of the things you learned from the exercise?

Which things are easiest to express?

Which are most difficult?

What are some of the differences in the ways women and men expressed things?

Are there differences in the ways things were expressed to members of the same sex and to members of the opposite sex?

What differences do you notice in being the actor and the receiver? Which are you most comfortable with?

Are some of these rituals changing now? Which ones? Why do you think they are changing?

5

PROBLEM SOLVING

Objectives:
Identify ways in which stereotypes are taught in schools/family/community/media

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping situations/attitudes

Time: 1 hour and 30 minutes

Grouping: large group; varying group size for problem-solving; large group

Materials:
Newsprint

Felt-tip pens

Tape

Prepared newsprint list (see session preparation section)

Resources chosen by facilitator from annotated bibliography (see session preparation section)

Space Arrangement/Preparations:
Separate seating area for each of 4 groups; groups can find anywhere comfortable to work for the problem-solving; large circle for final discussion

Introduce the activity: We've explored many of the effects and patterns of sex-role stereotyping, and in the course of that exploration we've mentioned a variety of ways in which we absorb and pass on the stereotypes in attitude and behavior. Let's take a short time now to review ways these stereotypes are taught.

Divide the participants into 4 groups. Give each group several sheets of newsprint and a felt tip pen. Assign two of the groups to work on brainstorming ways in which sex-role stereotypes are taught *in general.* The other two groups will focus on ways in which stereotypes are communicated *within the school setting.* Inform all the groups that they have 7 minutes to brainstorm and record.

At the end of 7 minutes ask the groups to report out; the general groups first, taping their lists to the wall next to each other; then the school groups. Each group has approximately 2 minutes to report out.

Categorize the items from the school lists, matching them as closely as possible to the categories on the prepared newsprint sheet. If there are any other significant categories, add them to the newsprint list.

Ask participants to sign up for the problem areas of their choice to work on for an hour. Record the numbers working on each category on the newsprint and cross out any items which elicit little or no interest.

Ask the participants interested in the same category to get together, choose a work space and report back within 40 minutes with a list of strategies/solutions for their problem category. Give each group several sheets of newsprint. Point out the resources available for them to use.

After 40 minutes, ask the groups to tape their solutions to the wall and report out. After the reports are completed ask for comments or reactions. If you have the resources to do so, collect the newsprint lists and type, reproduce and mail them to the participants. If this is not a possibility, allow the participants 15 minutes to take notes from the lists on the wall.

Problems to solve:

1. Appeals to hard core resistors
2. Curriculum/materials adaptation
3. Strategies for counselors
4. Teacher's lounge awareness activities
5. Awareness activities for students
6. Language

6

FOLLOW-UP

Objective:
To describe follow-up resources

Time: 5 minutes

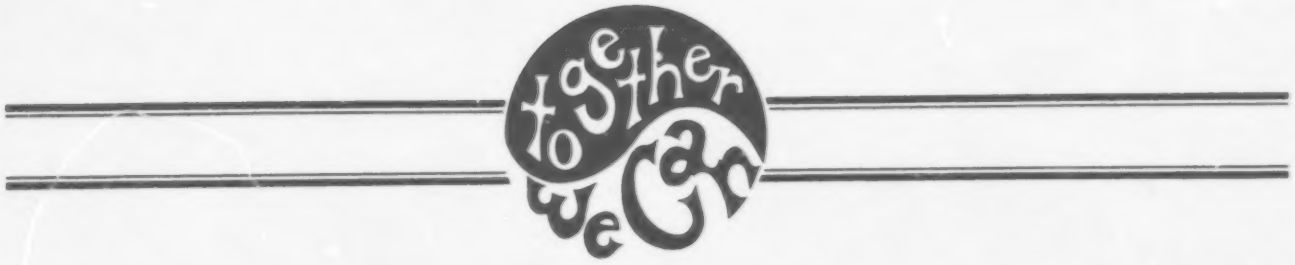
Grouping: Large group

Materials:
Participant Manual Follow-Up Materials

Space Arrangement/Preparation:
None

Introduce the follow-up materials that are provided in the **Participant Manual.** Explain that they are provided as resources for them to use either for further personal awareness or for working with students to increase their level of awareness. Explain the format of the materials: activity directions at the front of the section and corresponding worksheets or forms at the back. All **bold print** items are included as resources.

If you have any plans for follow-up in working with the participants, explain the procedure. Respond to any questions or concerns, and wish them many open doors in their future explorations.



SCRIPTS

FILMSTRIP SCRIPT:
"IMAGES AND OUR SELF-CONCEPT"

To coordinate visuals and audio, start on the frame with the Together We Can logo and change frames at each tone of the audiotape.

(Key: Visuals in **boldface;** *audio in medium type.)*

PART I

FOCUS.

Title. /

MUSIC. / /

Quotation: Visual

". . . the task we are undertaking today is the creation of a true symbol of ourselves out of our special, lived experience, which will explain our identities, both to others and to ourselves." /

Blank faces graphic

What kind of women and men will the youngsters in our classrooms grow up to be? What will adulthood be like for them? We really do not know. This is a time of rapid social change, /

Masked faces graphic

when yesterday's definitions of womanhood and manhood are being questioned. We are faced increasingly with conflicting viewpoints and images of human potential. The conclusions are yet to be drawn. /

Children playing photograph.

We do recognize that the purpose of schools is to provide equal educational opportunity to all. Our goal is to provide an environment of growth — one in which both girls and boys can develop the self-confidence and the skills to become mature, self-determining adults. /

Small girl, photograph.

From research and our own observations, we know that boys and girls have deep, often unspoken concerns about their futures. They must answer some very basic and difficult questions for themselves: /

Small boy photograph.

1. Am I OK or not OK?

2. How do I fit into the scheme of things?

3. What can I do — or not do — to take charge of my life? /

Zipper/head graphic.

By school age, young children have already formed their first answers to these questions. Before kindergarten, they internalize cultural images of womanhood and manhood that shape and often restrict their self-concepts. /

Emily in mirror. Photograph by Patricia Jones.

As they grow older, they begin to *re*-present themselves to *others* in the form of these internalized self-images. With time, /

Female masks, graphic.

they may change or modify their self-concepts to include new parts of themselves, and to respond to new situations. But their initial identification is with the images provided within our culture. /

Girl floating free.

These images can be liberating when they invite young people to develop new capacities and confidence. /

Alice in Wonderland from Carl Jung, *Man and His Symbols* (NY: Doubleday, 1964), p. 54.

But they can also become stifling when they deny the existence of basic traits or discount important capacities of youngsters. /

Male/female head graphic.

One way we can help young people to answer their questions about themselves is to encourage them to think about the images of manhood and womanhood that have been passed down through history, and to compare those with new images emerging out of modern experience. /

Title: Images and Our Self-Concept

Let's briefly survey some of the prevailing images of men and women from our cultural heritage. These images can help us understand the origin of some of our notions about identify, personal power, and our place in the scheme of things. /

Part I, Images of Manhood.

In Part I, we will look at images of men, and in Part II, we will trace images of women. /

"Philemon," by Susan Seddon Boulet. Pomegranate notecards.

Most images of men reflect their long struggle to rise above the limitations of mortal existence. /

Collage graphic male images.

They have tried to dominate the world through physical strength, organization, rational thought, spiritual growth, and technological advance. /

"Herakles Strangling the Nemean Lion." Museo Civico, Brescia, Italy. H. W. Janson, *History of Art* (NY: Abrams, 1971), colorplate 5.

The first set of male images can be grouped under the category of Warrior. The Warrior is an image of superior physical strength used to conquer animals, other people, and the enviornment. /

Athletes, graphic.

As an athlete, the Warrior strives to break records of physical endurance in competition with himself and others. /

Emilio Zapata, photographer unknown.

As a soldier or a revolutionary, the Warrior strives to overcome other people in combat. Often, the Warrior's endurance comes to symbolize the pride and strength of a whole people. /

Painting, men carrying off women. P. P. Rubens, "L'Enlèvement des filles de Leucippe," Bayerischen Staatsgemaldesammlungen, Munich, W. Germany.

The Warrior can also become a symbol of widespread destruction and violent social change. /

Rudolph Valentino in the movie, *A Sainted Devil.* Film Collection, Museum of Modern Art, New York.

As Don Juan the lady killer, man expresses his physical superiority in the conqust of women, who are seen as creatures of passion without the higher mental and spiritual capacities of men. /

Rudolph Valentino in the movie, *The Sheik.* Film Collection, Museum of Modern Art, New York.

The manhood of Don Juan is proved by the ability to win, control and use women to meet his needs. /

Photograph of male staving off pirates from helpless damsel, source unknown.

The Gentleman is a more civilized version of the same. The Gentleman rescues ladies in distress, later to use them as his servants or wives. /

Graphic of machine man.

In recent times, machinery and technology have become the powers by which man wins gifts from the natural world. The machine has become an extension of the physical strength of the Warrior image. Thus, one of the new images of man is that of Efficient Machine. /

Photograph of male executive. Source unknown.

The Machine Man solves problems and produces goods through never-ending, competitive struggles. He is the successful individual, who through his own efforts raises himself above others. He must prove his manhood again and again through the production of great organizations, products, and wars. /

Graphic of male head with rays emanating outward.

The second set of male images reflects his efforts to rise above mortal existence through adventures of the mind and spirit. These images can be grouped under the category of Creative and Spiritual Man. /

Photograph of Einstein, from Yousuf Karsh, *Faces of Our Time* (Toronto: University of Toronto Press, 1971), p. 47.

One such image is that of the Playful Genius, who creates astonishing new ideas....or new art. /

Photograph of Rodin sculpture, "Le Penseur". Musée Rodin, Paris, France. Photographer unknown.

There is also the creative Philosopher whose ideas influence the basic thinking of coming generations. Plato was such a man. He created an important idea — one that we take for granted today /

Centaur with book graphic.

— the idea that man is composed of two parts. He has the "lower" nature of the body, with its feelings and passions, and the "higher" nature of the mind, with its power of rational thought and spirituality. /

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Man leading woman with blindfold — graphic.

It is interesting to note, however, that only men were thought to possess such a dual nature. Women were believed to possess the "lower" nature only, with no innate capacity for spiritual or mental development. /

Saint with woman in doorway: section of altarpiece by Campin, Cloisters Collections, Metropolitan Museum of Art, New York.

Early Christians adopted Plato's idea and created the image of the Saint, a man who rises above his "lower" passions through self-discipline and meditation to achieve spiritual union with God. /

"The Four Kings of Hell," Chinese painting in British Museum Collection.

The third category of male images is that of Leader, symbolizing man's role as a leader of society. One such image is the Bearer of the Word. /

Photograph of Winston Churchill, from Yousuf Karsh, *Faces of Our Time* (Toronto: University of Toronto Press, 1971).

the political leader who shapes the actions of a whole people through the power of words and ideas . . . /

SIREN /

Photograph of Benito Mussolini, photographer unknown.

Painting of St. Sebastian by Andrea Mantegna, Kunsthistorisches Museum, Vienna, Austria.

There is also the Sacrificial Leader, who gives his life in the struggle to better the lot of his people. The origin of this image comes from the Dying, Rising Hero of the fertility religions, practiced by agricultural people of the first two millennia. /

Graphic of man/tree.

This hero died and was reborn each year to ensure the renewal of the earth's fertility and the health of society. By undergoing death, he was transformed like a seed in the soil, and resurrected to new life. This image gained power through submission to natural life processes, as opposed to domination over nature. /

Photograph of Martin Luther King, Jr., from Yousuf Karsh, *Faces of Our Time* (Toronto: University of Toronto Press, 1971).

Today, the sacrificial leader is often a martyr with a vision for a better future . . . /

Photograph of Gandhi by Margaret Bourke-White. *Best of Life* (Chicago: Time-Life Publications, 1974).

(PAUSE — MUSIC)

Painting by El Greco, "Laocoon", the National Gallery of London.

The last set of male images reflects the fears of men that they may be unable to prove their manhood. They are images of the Weakling, or the Victim of destructive impulses. /

Painting by Titian of Adam and Eve, "The Fall of Man," Plate 3, *Masterpieces of Biblical Art*, NY: Avenel, 1973), Plate 3.

The first of these is the Victim of Passions, the man trapped in his lower, beastly nature. Usually, he is depicted as being seduced or bewitched by a dangerous woman. Adam was the first Victim, tempted by Eve to let himself be ruled by his lower nature. /

Circe and Odysseus, illustration by W. Russell Flint. *The Odyssey of Homer* (Boston: Hale, Cushman and Flint, 1930), p. 119.

Ulysses is another famous Victim, who barely escaped being turned into a pig by Circe the sorceress. /

Painting by Poussin, "Bacchanalian Revel Before A Term of Pan" National Gallery of London.

Another image is that of the Lotus-Eater, the man seduced into a life of aimless pleasure. In the classical tale of Ulysses, the leader had to rescue his warriors from the land of the Lotus Eaters, where they had completely forgotten about their long-range goals, and had succumbed to a life of eating and drinking.

Graphic of junky.

The modern-day equivalent of the Lotus-Eater is the Junky Drop-out, the man who loses his will to achieve and to strive competitively for success by tripping on drugs. /

Graphic of weakling.

Finally, men are haunted from boyhood by the image of the Sissy, the unfortunate Un-man, who lacks the physical strength and toughness to prove his manhood, or who enjoys doing "girls' things." This is the only optional image provided for men who do not wholly match the other forceful representations. /

Graphic of male composite figure.

These, then are the prevailing images of men. They are portrayed primarily as doers, conquerers, and adventurers who excell at dominating and shaping their world. / (MUSIC) / / / /

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The End.

PART II

Part II Title.

MUSIC. /

Open head collage graphic.

We have traced some of the basic images of manhood. Now let's look at some of the prevailing images of women from ancient to modern times. /

Sculpture of mother goddess from pre-dynastic Egypt. British Museum.

The most ancient of the female images originated from the matriarchal societies of the first two millennia. These are images of a divine, life-creating Mother of the World. All of the gods who came later were her children. /

Wall painting of Isis from tomb of Queen Nefertari at Thebes. National Gallery of London.

The Mother Goddess was a virgin, which in those times meant unmarried and unattached, not biologically chaste. As a virgin, the Mother Goddess belonged to herself and could relate to males as she chose. She did not develop a primary dependency on men for her identity. /

"Prakatry." Anne Kent Rush, *Moon, Moon* (Berkeley: Moon Books, 1976), p. 157.

The Mother Goddess was also androgynous in nature. She had both male and female traits and powers. Therefore, she was able to give birth from herself alone. She was complete within herself, an harmonious unity of female and male principles. /

"Mother Moon," New Guinea. From *Moon, Moon* (Op. Cit.), p. 217.

The most widespread form of the Life-Giving Mother was the Moon Goddess, who was worshipped around the world. She had many different names and personifications to symbolize all the aspects of the life and death cycle over which she ruled. /

"Artemis the Many-Breasted," from M. Esther Harding, *Women's Mysteries* (NY: Pantheon Books, 1955).

She was revered both for her light aspect — signifying life and growth, and for her dark aspect — signifying death and rest. /

"Night Song," by Jonathan Meader.

The cycle of death and regeneration, of activity and rest, was an intrinsic part of the agricultural societies. They associated the life cycle for both humans and crops with the phases of the moon. /

Three moons, graphic.

The crescent moon symbolized new growth, the full moon symbolized fully developed life, and the new moon symbolized winter, sleep and death. /

"Madonna and Child with Pomegranate", anonymous. National Gallery of Art, Washington, D.C.

During the Middle Ages the Virgin Mary came to have some of the powers of the ancient Moon Goddess. Although she had become worthy of being the Mother of Jesus through her complete submission to God, she was not viewed as a submissive vessel by her worshippers. /

Virgin of Guadalupe, cover illustration by Gonzalez Moreno, from Joaquin, *Iconografia Guadalupana* (Mexico: Editorial Jus, 1959).

. . but as a fountain of compassion, forgiveness and renewal. She symbolized positive female spirituality, especially in cultures where she became associated with the ancient Moon Goddess. This is reflected through the title she was given: Moon of Our Church and Heavenly Queen. /

Wonder Woman graphic.

A strange modern-day descendent of the Life-giving Mother image is Wonder Woman, who defeats evil and brings renewal. She does this through virtue linked with superior technology, as opposed to the powers of fertility associated with the previous two images. /

Man putting mask on woman, graphic.

Most of the other images of women, however, do not show them as self-determining, self-fulfilling human beings. Instead, they are reflections of men's attitudes toward women, or men's domination and use of women. /

Painting by Jean-Jacques Rousseau, "War."

For example, women are often portrayed as Man-Destroyers. Their power is perceived as being destructive, /

"Head of Medusa," Mansell Collection, London.

either because it has become linked exclusively with the "lower" nature of humankind, or because men feared a sexuality different from theirs. /

Photograph of tribal people from New Guinea, by Eliot Elisofon, Samuel Putman, Michael Rockefeller. *Best of Life* (Chicago: Time-Life Publications, 1974), p. 293.

The image of the Unclean Woman is the oldest Man-Destroyer symbol, emerging from the hunting societies of ancient history. The men thought of women as mutilated men, because instead of having male sex organs, women appeared to have wounds that bled periodically. /

Same as above, in collage form

Men imagined women as unclean, dangerous powers who could magically destroy male virility with a look or touch. Women were often segregated and forced to live isolated lives. /

Photograph of Marilyn Monroe as Theda Bara by Richard Avedon. *Best of Life* (Op. Cit.), p. 267.

Another image is the Femme Fatale, the woman who tempts man to give in to his "lower," beastly nature, thus destroying his nobler manhood.

Hen-pecker graphic.

As the Hen-Pecker, the mother or wife destroys a man's authority and peace of mind through incessant scoldings and demands. /

Photograph of Marilyn Monroe by Richard Avedon. *Best of Life* (Op. Cit.).

Another set of images depicts women as pleasure objects for men. Pleasure Women, unlike Man-Destroyers, are made safe for men by being confined to specialized institutional settings. /

Harem collage, graphic.

In some countries, a man may keep not only a wife, but also a concubine in a separate house. Then, of course, some cultures have sanctioned the harem, a segregated colony of pleasure women faithful to one man. /

Pleasure-woman collage, graphic.

Prostitutes, elegant geishas, . :ght-club entertainers, and masseuses provide various pleasures in public or private establishments. /

Thomas Gainsborough, "Mrs. Richard Brinsley Sheridan," National Gallery of Art, Washington, D.C.

Also included in this group of Pleasure-Women images is the romantic, unattainable beauty who allows worship from afar. /

Thomas Gainsborough, "Robert Andrews and His Wife," National Gallery of London.

A third set of images is that of the Weak Vessel. These are images that portray women as needing the life-long protection and control of men in order to remain virtuous and useful, or at least in order to cope with life. /

Parmigianino, "Madonna with the Long Neck," Uffizi Gallery, Florence, Italy.

The male attitude is well represented by Zorba the Greek's statement:

(Dubbed in from the recording of Zorba the Greek)

"The Venetian Lovers" by Paris Bordone, Brera Museum, Milan, Italy.

"And as for women, you make fun of me that I love them. / How can I *not* love them? They are such poor, weak creatures, and they give you all they got." /

Jan Van Eyck, "Giovanni Arnolfini and his Wife," National Gallery of London.

The image of the Weak Vessel began with early Christian beliefs that only men possessed the capacity for spiritual development. As purely physical creatures, women existed entirely to bear children for their husbands. /

Family portrait. Photographer unknown.

Therefore, a woman should be entirely subject to the guidance and direction of her husband, just as the body and its passions ought to be subject to the soul. /

Family in glass box. Source unknown.

Although the capacities of women are less narrowly defined today, images of women as stupid, mindless and weak continue to abound in the mass media. And, the woman's mandatory roles, as seen by many, are child raiser and support-system for the husband. /

Female machine-tender, graphic.

She has become a "machine-tender," whose labor and emotional giving enable the "male machine" to function smoothly in a competitive world of work. /

Jean-Honoré Fragonard, "A Young Girl Reading," from the National Gallery of Art, Washington, D.C.

Another prevailing Weak Vessel image is that of the Lady. In her original form, the Lady was an innocent, fragile being whose health, mental stability, and virtue had to be protected by a strict, disciplined upbringing. /

Sodoma, "St. George and the Dragon," National Gallery of Art, Washington, D.C.

And we are all familiar with the Romantic Victim, the damsel in distress, who must be rescued by a strong man from animal or human or mechanical monsters. /

Woman cut-apart, graphic.

The last set of images falls under the category of the Un-Woman. These are versions of the female who has been forced to destroy her image as woman-in-the-eyes-of-men, in order to develop personal capacities or to achieve in a "man's world." /

Amazon warrior graphic.

The classical image of Un-Woman is the Amazon, the female warrior the Greeks so greatly feared for her strength and fierceness in battle, and her tough self-sufficiency in peace time. /

Female athlete graphic.

A modern-day descendant of the Amazon is the woman athlete, whose accomplishments are at last winning genuine admiration in America. /

"Blessed Virgin" painting by Bernardo Cavallino from the Brera Museum in Milan, Italy.

The Christian image of the Un-woman is the Virginal Saint. Because of early beliefs about the "lower" nature of women, spiritual women believed they might attain spiritual development only through the complete rejection of their female nature and appearance. /

Judy Garland and Mickey Rooney, scene from *Love Finds Andy Hardy*. Museum of Modern Art Film Collection, New York.

Another curious image of the early twentieth century is the Eternal Little Girl, who displays independence, natural charm and keen intellect, only at the price of never growing up into mature sexuality. /

Sojourner Truth. Photograph from Sophia Smith Collection, Smith College Library.

Another of the Un-Woman images is the Crusader for social welfare and justice. She has received grudging admiration for her toughness and self-discipline, but this has been at the cost of being considered unfeminine. /

Photograph of Georgia O'Keefe by John Loengard, in *Life Special Report on Remarkable American Women.*

There is also the unique, brilliant artist who defies any stereotyped image of femininity. /

Collage of mannish woman, graphic.

Finally, there is the Mannish Woman. She has had to de-emphasize her feminine qualities and work with fierce determination to gain even token acceptance in certain male-dominated categories of work. /

Female masks, graphic.

These, then, are the basic images of women available to us from our historical and cultural heritage. /

Male-female image list.

The female images, combined with the male images, reflect the continuum of strengths and weaknesses of humankind and the historical relations between men and women. /

Couple in park

Today, many of these images are being challenged. Some men and women are questioning the either/or theory of male and female identity. /

Man, woman and child building.

They are asking whether *anyone* is *always* tough or tender, independent or dependent, rational or emotional. /

Man and woman in kitchen.

They are seeking to renew old images or to create new ones that will meet the realities of our time, /

Kids playing soccer.

and that will provide models to help young people grow into flexible, confident and well-rounded human beings. /

(MUSIC)

Female runners.

Woman executive

Mime artists

Policewoman

Man with child

Male dancer

Female gas attendant

Female hiker

Female javelin thrower

Female artist

Credits

THE END

THE END

RESEARCH SOURCES FOR FILMSTRIP

Bem, Sandra Lipsitz
"Androgyny Vs. the Tight Little Lives of Fluffy Women and Chesty Men,"
Psychology Today, Vol. 9, September 1975, pp. 58-62

The author reports the findings of a research study supporting her belief that "traditional concepts of masculinity and femininity do restrict a person's behavior in important ways." She believes that androgyny, in contrast, "greatly expands the range of behavior open to everyone, permitting people to cope more effectively with diverse situations."

Diner, Helen
Mother and Amazons, the First Feminine History of Culture,
Garden City, New York: Doubleday, 1973

A provocative account of early matriarchal societies and the mythic images of woman they engendered. An eye-opener for someone not familiar with feminist interpretations of ancient agricultural societies. (Some of the theories, such as the meaning of circumcision for girls, have to be taken with a grain of salt).

"Exploding the Fairy Princess and Other Myths," *Scholastic Teacher*, Elementary Teachers Edition, November 1971, p. 11.

On exorcising detrimental images from the curriculum.

Farrell, Warren
"Men's Liberation,"
Scholastic Teacher, Elementary Teachers Edition, November 1973, pp. 14-17.

Discussion on the price boys pay for male stereotyping, the advantages of male and female liberation for boys, and what to do about it. Several activities are suggested.

Feigen Fasteau, Marc
The Male Machine
New York City: Dell Publishing Company, 1975

A clear, persuasive description, from the author's own personal experience, of the high price of living with the Male Machine stereotype, and what to do about it.

Freeman, Jo, editor
Women: A Feminist Perspective
Palo Alto, California: Mayfield, 1975

Of particular interest for English teachers is "Women in the American Novel," by Kimberley Snow, pp. 279-292, which identifies the types of heroines carried over from the European tradition and developed from there to the 1960's. Devastatingly negative images lead the author to point out a need to "humanize the image of woman so she is seen as a victim as well as a product of our society." See also *The Paper Doll: Images of American Women in Popular Songs*, by Kay F. Reinartz, pp. 293-307.

Gardner, Kay
Moon Circles
Urana Recording
Los Angeles: Olivia Records, 1974

Instrumental and vocal music relating the cycles of the moon to female biology and psychology. The Moon Goddess as appropriated by modern women who want to develop positive images of womanhood.

Goleman, Daniel
"Jason and Medea's Love Story"
Psychology Today, Vol. 9, April 1976, pp. 84-86.

From a thematic analysis of stories in men's adventure magazines and women's confession magazines, the author has identified an up-dated version of the old myth of Jason and Medea. He contends that "myths are not simply the fairy tales of dead cultures," but rather "guides to the real world," and "shapers of our identity."

Gornick, Vivian, and Moran, Barbara K.
"The Image of Woman in Textbooks,"
Woman in a Sexist Society
New York: Signet, 1972, pp. 318-28

Granger, Peggy
Everywoman's Guide to a New Image
Millbrae, California: Les Femmes, 1976

Discussion and exercises on the development of a new, positive self-concept, coupled with descriptions of various psychologies and therapies in the humanistic psychology movement. Good resource book for a classroom teacher.

Grimal, Pierre
Larousse World Mythology
New York: Putnam's Sons, 1965

Good source of illustrations and easy-to-read explanations of myths around the world. Many illustrations of great mother goddesses.

Harding, M. Esther
Woman's Mysteries, Ancient and Modern
New York: Putnam, 1971

A detailed, illustrated study of the inner life of woman as it has been protrayed in religious myth and in the rituals which particularly concern women and their distinctive role in human life and culture.

Hawley, Robert C. et. al.
Composition for Personal Growth
New York: Hart, 1973

Excellent classroom writing activities to help increase self-awareness, sort through personal values, and set goals for the future.

Hays, H. R.
The Dangerous Sex: The Myth of Feminine Evil
New York City: Pocket Books, 1966

The author traces the male attitude toward women from images of demon or witch to femme fatale to the split image of woman as virgin and prostitute. He attempts to account for the historical hostility and fear men have had toward women.

Hecht, Marie B.
The Women, Yes!
New York: Holt, Rinehart and Winston, 1973
Chapters 6, 28 and 29.

Background on the genesis of images of women as wicked or weak creatures, and on the process of sex-role stereotyping.

Janeway, Elizabeth
Between Myth and Morning: Women Awakening
New York: William Morrow, 1974

Excellent discussion on the nature of images in relation to the Self, the impact of man-made images of women, and the process required for women to create new images of themselves. Especially recommended are the Introduction, pp. 1-13, and "Images of Women," pp. 166-182.

Jongeward, Dorothy, and Dru Scott
Women as Winners
Reading, Massachusetts: Addison-Wesley, 1976

Contains a discussion on the Sleeping Beauty Syndrome which prevents women from taking responsibility for their lives until the desperation of the mid-forties, when their children leave home. Transactional analysis, with exercises, for women.
C-Classroom Activities

Jung, Carl G
Man and His Symbols
Garden City, New York: Doubleday, 1964

The hardbound edition is a color illustrated, clearly written account of universal symbols that represent various stages and situations of man's and woman's inner development. Jung takes the view that a person has both masculine and feminine personality elements which must be harmoniously integrated in order to mature.
Classroom Resource Material

Leavitt, Hart Day
An Eve for People: A Writer's Guide to Character
New York: Bantom Books, 1970

An excellent source of non-stereotyped images for class use.
Classroom Material

Lewis, Howard R. et. al.
Growth Games
New York: Harcourt Brace Jovanovich, 1970

Good source of activities to increase awareness of self-image.
Classroom activities

Lewis, Susan G.
"A Mini-Course on Sex Roles and Identity,"
Scholastic Teacher, Elementary Teachers Edition, November 1973, pp. 26-30

A discussion on the deeply rooted sex-role identities children start school with, followed by suggested classroom activities.
Classroom activities

Neumann, Erich
The Great Mother, An Analysis of the Archetype
trans. by Ralph Manheim
Princeton: Princeton University Press, 1963

The author traces the development of the Great Mother archetype through its appearance in the myths and symbols of mankind. He undertakes a depth psychology analysis in the Jungian tradition. Besides 74 drawings in the text itself, the book ends with 185 black-white photos of statues, paintings, sculpture and drawings. A great resource for visuals.

Passmore, Nancy F. W., editor
1977 Lunar Calendar
Boston: Luna Press, 1976

Celtic lunar calendar with many illustrations, poems, lyrics, and essays about the moon and its relationship to astrology, mythology, history, tides, healing, woman cycles and birth control. Bibliography included.
Classroom resource material

Reed, Evelyn
Woman's Evolution: From Matriarchal Clan to Patriarchal Society
New York City: Pathfinder Press, 1975

Well organized and written account of the role and images of women in early agricultural, matriarchal societies, and how their situation changed with the coming of patriarchal societies.
Recommended reading.

"Resources for Women's Studies"
Scholastic Teacher, Junior/Senior High Teachers Edition
November 1971, p. 12

A good source of materials for classrooms

Reuther, Rosemary
Liberation Theology
Toronto: Paulist Press, 1972, Chapters 7 & 8

The author traces the exclusion of female spirituality from Christian theology, and assesses the role women must play in spiritual growth for a better future. The vocabulary is challenging -- good resource book for teachers and bright students.

Roszak, Betty, and Roszak, Theodore, editors
Masculine/Feminine: Readings in Sexual Mythology and the Liberation of Women
New York: Harper and Row, 1969

A collection of essays on the politics and philosophy behind sexism. See especially the final essay, "The Human Continuum" by Betty Roszak, for an excellent account of the effect of narrow images on woman's self development, and a plea for the androgynous understanding of human nature.

Rush, Anne Kent
Getting Clear: Body Work for Women
New York: Random House, 1973

Body therapies and awareness activities for women. A number of the activities are very useful for identifying one's image as a woman.
Has classroom activities

Rush, Anne Kent
Moon, Moon
New York: Random House, 1976

An encyclopedic, illustrated introduction to ancient moon-goddess worship, and a sampling of modern-day moon rituals. Excellent resource book for teachers and students interested in ancient, positive images of woman.
Classroom Resource Materials

Rutherford, Millicent, "Reinforced Concrete,"
English Journal, Vol. 63, March 1974, pp. 25-33

On the subtle ways girls are taught to be passive toward their present and future, and what secondary teachers can do about it.

Sheehy, Gail
Passages: Predictable Crises of Adult Life
New York: Dutton, 1974

A guide to the inner development and life patterns of men and women between the ages of 18 and 50. The author contends that balancing career, family and personal development is difficult for both men and women. She shows some of the patterns by which these elements are alternated or combined. The myth that women choose EITHER family OR career for all time is exploded.

Simon, Sidney B. et. al.
Values Clarification: A Handbook of Practical Strategies for Teachers and Students
New York: Hart, 1972

Excellent source of classroom activities designed to increase awareness of self and the images of self, and to help students sort through personal values and set goals for the future.
Classroom activities

Smith, M. Brewster, and Campbell, Colin
"Our Many Versions of the Self"
Psychology Today, February 1972

Free-wheeling interview of M. Brewster Smith to air his ideas on the kinds of self-images people create for themselves. Good background reading.

Sohn, David A.
Pictures for Writing
New York: Bantam Books, 1969

Another good source of images that can be used to take students past stereotyped reactions to men and women.
Classroom material

Steiner, Claude
Scripts People Live: Transactional Analysis of Life Scripts
New York: Grove Press, 1974, Chapters 13-15

A fascinating, easy-to-read account of sex-role scripting in men and women: how they are socialized to develop only certain parts of their personalities that go with the acceptable sex role, and the kinds of images of themselves they learn to accept, at the expense of real growth and enjoyment.

Tavris, Carol
"Men and Women Report Their Views on Masculinity,"
Psychology Today, Vol. 1-, January 1977, pp. 34-38, 42, 82

A detailed report on a masculinity questionnaire printed in the

March 1976 issue of *Psychology Today*. According to 38,000 readers, the macho image is on the way out as a model of the perfect American man, but a new image has not yet become clearly defined.

The New Woman's Survival Catalog
New York City: Coward, McCann and Geogheghan, 1973

Excellent source of information about the search for new images of women. Both the descriptions and the titles of feminist publications reflect an interest in feminine images of the classical world: "Diana Press," "Amazon Quarterly," "Echo of Sappho," "Cries from Cassandra," etc.

Time, Inc.
Life Special Report: Remarkable American Women
New York: Time, Inc., 1976

A photographic survey of one hundred some outstanding women in all fields of endeavor, with brief accompanying commentary.
Classroom Resource Material

Tripp, Maggie, editor
Woman in the Year 2000
New York: Dell, 1974

A collection of essays and fantasies envisioning the future for women. As Jane Trahey asks in "The Female Facade," pp. 54-67, "Whatcha gonna look like in the year 2000, baby? Whatchure image gonna be? Take a long, long look into the crystal ball." Excellent classroom material for students and teachers.

Weinstein, Gerald, and Mario D. Fantini
Toward Humanistic Education, a Curriculum of Affect
New York: Praeger Publishers, 1970

Techniques for evaluating the emotional concerns of students and teaching toward a strengthened self-concept. Includes theory, diagnostic tools, and classroom activities. Especially useful to the teacher wanting to help students with sex-role image problems.
Classroom Activities

Williamson, Chris
The Changer and the Changed
Los Angeles: Olivia Records, 1975

Vocal music exploring the search of one woman for spiritual development in feminine terms.
Classroom material

Women: Liberation --Celebration
Loveland, Ohio: The Grail,1970

A skit followed by a multi-media Christian celebration in honor of women, past and present. A series of brief quotations cover what has happened to women in media images, the church, the law, history, education, marriage, work, and sexual role. Then comes a litany of praise for outstanding women, past and present.
Classroom Activity

Women and Counselors, Special Issue
The Personnel and Guidance Journal
Vol. 51, October 1972

Articles on sex-role stereotyping, career and life-style counseling for women of different situations and ethnic groups, and the development of guidance programs.
Classroom Activities

FILMSTRIP SCRIPT:
"WHICH COMES FIRST—THE PERSON OR THE ROLE?"

To coordinate visuals and audio, start on the frame of the Together We Can logo and change frames at each tone of the audiotape.
Key: Visuals in **boldface**; audio in medium type.

Together We Can Logo.

MUSIC. / Goes with this and next 2 visuals.

Male and Female Eggs.

Male and Female Eggs with Cracks.

Male and Female Eggs with Severe Cracks.

Whew! That bussel was getting tight!

Man, that tie was choking me to death! /

Persons Peeking Out of Eggs.

Who **are** you????

Title: Which Comes First?

Title: The Person or the Role?

MUSIC / /

Eye.

Who are **you**? You are a person with a special set of talents, skills and values. You like to be recognized for who **you** are, not who someone else thinks you **ought** to be./

Free-form.

You cannot be pegged. No standardized form could possibly fit you. /

Labels.

No one can accurately describe you with a generalized label. /

Star.

You are unique. You deserve special respect and consideration. And you deserve the encouragement and support to search from among life's options for your special contribution...your special place. /

Galaxy.

This is true for you, and it is true for the students you work with. You are working with human potential—potential that, in many ways, has gone unexplored in the past because of a number of boundaries that we lived with. /

Male/Female boundaries.

Among the boundaries that we have experienced is the limiting of options for participating in life's activities according to sex. In the past, men were assigned a certain range of activities and women were assigned another range. /

Crops.

In many ways, these assignments were practical. Our technological sophistication was limited and we had to work very hard to make our living from the land. Large families were needed to help form and shape and draw the resources from the land. /

Hands and tools.

This need to increase the number of helping hands was a predominant factor in determining the social roles people could play. /

Biological pathways.

Biology was destiny, for the most part. /

Woman nursing.

Women spent a large number of years of their lives bearing children. And their biological link to the children continued after birth. They nursed the children for extended periods of time. /

Female in house.

This biological role led to a practical social extension. Since the bearing and tending of infants limited women's mobility, it was logical that they be the ones to stay near or in the homes to tend to the other functions there. /

Food preparation.

Therefore, women came to be in charge of the food preparation and some of the food gathering and cultivation. /

Clothing care.

as well as the making and mending of clothing and the education of the children who were too young to work. /

Men following paths away from home.

Men followed a different, but complementary path. There were two biological factors that helped determine their social roles. One was the fact that the reproduction process did not curtail their mobility. .Therefore they were the ones to go out from the homes /

Hunting, law, inventing, and governing.

and participate in the other activities needed to help maintain things . . . such as hunting, fighting, governing, inventing, and holding community jobs./

Man with ax.

Another biological factor that helped determine men's contributions was physical strength. Their muscle power was extremely important in a technologically embryonic world. Although women contributed in the physical domain, it was primarily men who engaged in heavy labor. /

Buildings/City.

They were the ones to dig mines, change the shape of the land, and erect buildings. /

Male/Female Yin/Yang.

Men and women together formed a social structure that made the most of each other's biological strengths. Each gender learned special skills and sensitivities from operating in their domain. And through time, they came to form their identities on the basis of their social role performance. /

Gender Tablets.

It was from the framework of this gender division of labor and roles that the main body of our social and political history was written. CLOCK TICKING /

Merging Role Tablet.

Today we are writing new chapters in our history, and much of it departs from our previous patterns. The changes we are experiencing in male and female roles touch deep at our historic roots. /

Why?

They cause concern and confusion among some; excitement and vitality among others. But, for all of us, the changes call for an attempt at understanding. Why all these changes? Why don't things just stay the way they were? Why? /

People dreaming.

Because humans, by their very nature, are curious and creative. Because they imagined being free from limitations imposed by biology and the natural forces. /

Inventions.

Because many questing human minds made inventions and had ideas that have caused major social changes. These changes are complex and interrelated — and may, at first glance, appear to have little to do with our role identities. /

Pebble in water.

But just as the pebble entering water causes far-reaching ripples, so does any change in our social system cause far-reaching effects. The foundations of our social and economic structure have shifted... and with the shift, a whole new criteria for determining roles and contributions has emerged. /

Category symbols.

Let's look at the categories of change that have contributed to our present role reassessment. They are: technological, economic, sociological, and legal. /

Primitive tools.

Technology, in many ways, is redefining our lives. Throughout history we have used tools to help improve our chances for survival. We began by using them to improve our efficiency in providing the basic needs of food, clothing and shelter. /

Whirlwind.

But we have gone much beyond that. In the 20th century we have created a whirlwind of invention that affects our daily lives and attitudes. Some of the major results of this technological burst are: /

City/agriculture scene.

We no longer spend the major portion of our lives directly involved in subsistence activities. We have shifted from a rural to an urban society and a small portion of the population now produces the needed survival goods for all of us. /

Communication specializations.

The concept of specialization has emerged, resulting in job diversification and a wider variety of ways to earn a living. This means people have more of a chance to match their personal skills and interests with their occupational choices. /

Machine power.

As machine power has become more available, we

have become less dependent on muscle power to do our work. As a result, physical strength is no longer a major criteria in most jobs, thus making those jobs available to a larger portion of the population. /

Modern transportation.

Modern transportation has greatly increased our mobility, so that our work territory has expanded as well as our exposure to cultural variations. This mobility, plus the vicarious mobility we experience through the mass communication systems, allow us to see and experience many different options in life styles and values. /

Doctor, medical equipment.

Improved health and medical care have dramatically reduced infant mortalities and increased the average life span. /

Baby bottle and food.

In addition, medical advances have decreased the biological ties that originally created the irreplacable child-mother dependency. Formula milk and foods have made it possible and safe for others to share in the child nourishing process. /

Male feeding child/Female out of home.

A woman's mobility is no longer automatically curtailed due to childbirth — and a man need not be automatically excluded from infant care for lack of certain biological assets. /

Inflated $.

Our economic evolution has been another factor contributing to the change of roles for men and women. Our standard of living has consistently improved, but along with it has been an ever increasing cost of living. /

Female from home to institution.

Families are finding it more and more difficult to support themselves on one salary alone, as tradition decreed. Women are, by necessity and by choice, moving into institutions outside the home to make their contributions and their living. /

Female with paycheck.

Recent figures indicate that 43% of all married women work. /

Female evaluating size of family.

Transformations in our social and family patterns are also contributing to our role changes. One important change is in the size of families. Better health care, family planning, and the zero population growth campaign, supported by increased contraceptive knowledge and availability, has led to a new social fact: /

Pregnant female — comparative statistics.

women are having less children, and are thus spending fewer of their years in child-bearing and tending. Whereas in 1890 women had an average of 5.5 children, that number had decreased to 1.6 in 1977. /

Path of life — % of time in childbirth.

Given that women have an average life span of 74 years now, this means that they will spend only two years, or 3% of their total life span bound by the reproductive tie. /

Path of life — no children.

One aspect of this trend is an increasing number of families who are choosing not to have **any** children — which leaves 100% of the woman's life open to non-mothering activities. /

Single female.

Another emerging social phenomenon is the single woman. Whereas before it was assumed that a woman's livelihood would be provided by a male, this is less and less true now. /

Male/female life spans.

Because of the high number of stress-related diseases and deaths that men suffer, women often outlive their mates by 6-8 years. /

Female with children and bread.

In addition, there is a climbing divorce rate that results in many women being primary breadwinners...either for themselves alone or for their children. As of 1973, 42% of the female workers were single, widowed or separated, /

Women workers.

and one out of every 10 women workers were heads of household. The old notion that "You don't need a job...or "You don't need a good salary, because you don't support a family" — is no longer true. This fact of life has broad implications for the economic support for the children in our society. /

Courthouse.

Our legal system has responded to many of the social changes we have been experiencing. Because our traditions tended to lag behind our social

realities, laws were passed to help create a new support system. /

Scales of justice balancing male/female rights.

Laws and court cases have dealt in two major areas to break down stereotypes about proper role functions. One area deals with women in the work world, and the other area deals with men and child care. /

Scroll of laws.

Since 1962, several laws have been passed to protect the right of women to work in institutions outside the home. All of them prohibit discrimination according to sex and attempt to assure that employment patterns and rewards, as well as educational opportunities, are not determined by sex. /

Father and children.

In the past few years, men have been given more consideration in their requests to care for and rear their children. Traditionally, in cases of divorce, it was automatically assumed that custody and care of the child or children would go to the mother. Many fathers began to question and protest this automatic assumption and took their cases to court. In a growing number of cases, they are receiving sympathetic hearings from judges. /

Eyes regarding the individual.

In all of this recent legal activity, guidelines are being set for making decisions based on the qualifications and competencies of individuals, as opposed to assumed and stereotyped sex roles. These legal cases are encouraging people to look at the facts in individual situations and make judgments based on observed realities. /

Taking off masks.

All of these technological, social, economic, and legal changes have profound implications that touch our everyday lives. They are causing us to shed our automatically assigned role masks and to look at ourselves and at others as individuals...with unique talents and skills and contributions. /

Galaxy.

We are at a point in history, as never before, where we can tap the potential of each individual, and thus live in a much richer and stronger society. /

Eye.

Who **are** you? You are that special person who makes a difference in the lives of young people. You are the one who can help them discover and nourish their unique strengths. /

Uniform eggs.

You can help them crack through the assumptions, barriers, and stereotypes that limit their freedom and growth. You can help them see themselves and others clearly, free from roles that don't fit. /

Freed-up eggs.

You can help make good eggs out of all of us! / / /
MUSIC. Continuous through credits, disclaimer.

The Beginning.

Credits.

Disclaimer.

FILMSTRIP SCRIPT:
"STOP. LOOK. LISTEN."

To coordinate visuals and audio, start on the frame of the Together We Can logo and change frames at each tone of the audiotape.

(Key: Visuals in **boldface;** *audio in medium type.)*

Together We Can logos.

Red/black checkerboard. Title: Stop. Look. Listen.

Stop.
Look. And
listen . . . .
to the young people around you.
You will find treasures of knowledge
in them. /

Boys and girls, pond and bird.

They talk to us in prose and in poetry,
in colors and in lines, to tell us what
they perceive as
the benefits
the barriers
the feelings
the possibilities
and the hopes
of being female and male in our society
today. /

Boys and girls, rainbow.

They speak frankly, cleverly and eloquently for the range of attitudes and possibilities that we all experience. They bring us fresh images. Let's listen, look and learn from them /

Abstract colored geometric design.

What's the best thing about being a girl?
The best thing about being a girl is . . . . /

Girl and baby in crib.

Being sweet.

Being pretty, loving, smart, kissing, taking care of.

You're the main one to raise a family. /

Girl with two-way sign.

You can wear a dress or pants. You can like flowers, play dolls or tennis or softball, wear perfumes and makeup, have long hair.

Being able to play baseball and also dolls without being laughed at. /

Boy and girl in field of flowers, welcome sign.

We don't have to ask boys for dates or pay. We just sit back and enjoy.

Having your husband buy Southern California for your garden. Taking a walk hand in hand. /

Pot of gold on stove in kitchen.

In the kitchen
there is a pot of gold
cooking. /

Abstract colored.

What's the best thing about being a boy?
The best thing about being a boy is . . . . /

This is Freddy.

You can do rough things.

Kissing Phyllis.

You don't have to wear a shirt all the time.

When we do art and poems and play baseball. /

Boys rowing, playing basketball, on motorcycle.

You get more privileges earlier.

Much easier to get a job and make more money.

Boys are good at chasing girls. We can run faster than girls.

Boys don't have to get their ears pierced. /

Football player.

You're not a girl. You can play football, you're tough.

Boys are stronger than girls and they don't have to wear dresses.

You're accepted easier, you can't get pregnant, you can run around more.

Having the responsibility you wanted when you grow up. /

Girl dropping from tree; boy catching.

A boy can climb a tree better than a girl. If a girl was hanging from a tree about to fall I would save her life from getting something broken. /

Police car, gold, headless body.

In my room
there are football players

99

with trophies
police with trucks
farmers with gold. /

Abstract colored.

What's the worst thing about being a girl? The worst thing about being a girl is: /

Male telling female with broom to clean the house.

Cleaning house, washing dishes, being bossed around.

Girls can't climb trees like boys; can't run faster. /

Snow White.

I cannot run
it is not ladylike
I cannot wear jeans
they are not feminine
I cannot go out with boys
they are not human
I cannot cry
for I may lose my self-control
I cannot fall in love
for I can't trust anyone
I cannot grow old
for I do not know how to grow up /

Girl and 2 boys in parade, flat, "ouch" "Ha,ha"

People expect so much of you. Always look nice; hair fixed, proper clothes . . . .

Being called sissy. Oh I hate it!

Boys hit you and push you down and hurt you and pick on you. /

Mournful male and female faces.

There aren't as many opportunities for women or girls as there are for men.

We have all the inconveniences; getting pregnant, the pain of having it.

Gaining all the weight, getting pregnant and the guy leaving. /

Girl with split head, eyes swarming.

I am forbidden the solitude of walking
into a place without
being swarmed with eyes
like bear to honey

I am forbidden the dignity
of being my own person
with only my mind to decide
whatever is to be

I sometimes feel I am to bow
down to a man before I am respected /

Abstract colored.

What's the worst thing about being a boy?

The worst thing about being a boy is . . . . /

Boy with yellow arms, holding block of wood.

That girls slap on you and kiss on you.

You are expected to do more work.

You have to bring in wood and be a gentleman to girls. /

Boy in sunglasses, thinking of rows of soldiers.

The possibility of going into the army.

I'm supposed to act tough.

A girl can dress up better than a boy can.

Girls talk about you and hit you but you can't fight girls. /

Stick figures at desk: "Sorry, no positions available"

You're expected to go out and get a job while a woman is not.

Having to prove you are better at things than girls /

Boy falling from cliff with girl watching.

When a boy gets ready to fall a girl can't save him for a girl is not strong like boys are.

You have to propose
to whom you want to marry
and across the threshold
you have to carry
your wife /

Samson crumbling pillars.

The boxer, the construction worker and the man in the army—they're all rugged rough characters.
Can any of them be a hair stylist?
or take care of a baby?
can they do ballet dancing?
or wear a dress or type?
The answer is no,
they can only do rough rugged things. /

Man with baby; collage behind of stereotyped male images.

Macho, macho
what a blight
who's going to feed the baby tonight?

Abstract colored.

What are you told about girls that you don't like hearing? I hate it when they say about girls.... /

Faces: Jennifer and Christopher.

Girls always expect the best.

Girls use guys.

Girls should be more ladylike.

Girls should clean house, wash dishes.

Girls should be quiet and stay at home. /

Scowling girl face.

Girls should be sweet. I'd rather have them that way, but it's their choice.

Girls should be silent and not voice their own opinions because it doesn't mean as much as boys' opinions do /

Female football player.

Girls are made of sugar and spice and all things nice; some are rotten.

Girls are more emotional and smarter than boys.

Girls can't play sports good; I know a few who are better than some guys I know. /

Girl under tree with flowers.

Girls are sweet little angels, to be taken care of.

Girls should stay neat and clean— as though we should sit under a shade tree and look pretty.

Abstract colored.

What are you told about boys that you don't like hearing? I hate it when people say about boys.... /

Sallie and Ben faces.

Boys should be kind to ladies.

Boys shouldn't hit a girl; I wouldn't but I'm tired of hearing it.

Boys are conceited.

Boys are supposed to be rough and head of everything. /

Girl telling boy he can't cook.

Boys can't understand a girl's feelings.

Boys can't cook, sew or clean.

Boys always get into trouble.

Boys always take advantage of girls; because it's not always the boys' fault./

Boy on bike, couple.

Boys don't care about other people's feelings.

Boys shouldn't cry or be very emotional when they are really concerned.

Boys should always pay for dates and activities.

Boys should be men; if they're a boy, how can they?/

Abstract colored.

What are the limitations of the typical roles for men and women? /

Boys fighting, girls talking.

Matildas

they sit in their little circle

rapping about what counts the least amount

Maxwells—they throw a punch

as hard as they can

to enrage the frightful foe. /

Male in chair reading Sports magazine.

I'm Maxwell and I work an 8-hour day
I come home
with dirt all over my body
from digging ditches
and hard work like that;
don't get much rest
cause when I get home
the old lady nags me
to fix this or that
later I sit and drink
a cold beer and relax./

Female torn between crying baby and burning pot.

My name is Matilda and
I work in the 5 and 10
I have two kids
One is a year and a half
and the other six months
my husband is a bricklayer for my father
he works all day and when he comes
home I have to have
supper on the table./

Tank and airplane.

Maxwell is my name
I treat everything as a game
Women are only toys
and when I get bored
their sorrows bring me joys
I rule the world
with my powerful gun
and demolish my blockades
one by one /

Woman drying dishes.

My name is Matilda
I stay mostly to myself
for there are many breakables
upon my china shelf
Mother told me never to reveal
my true wants and needs
for this is what man's beast
lives on as he feeds /

Abstract colored.

What if you marched to a different drummer, if you tried to move beyond the stereotypes? /

Poem with hands with watch.

Matilda I
soft
curls
sweet
flowers
satin
lace
exquisite
jewelry
soft
skin
seem
quite
at
home
wherever
she
goes

the
perfect
lady

Poem with couple.

Matilda II
through
many
a
year
she
has
survived
with
her
beauty
which
keeps
her
alive
man
has
kept
her
by
his
side

Poem with woman alone.

Matilda III
now
she
has
escaped
his
beautiful
chains
thrown
away
silk
and
nothing
remains
except
hard
core

now
no
better
than
man

Collage: male shampooing female; male head on female torso.

Some men look down on another man
for washing dishes or being a beautician
the ladies don't seem to mind if a man
does something feminine
If a woman tries to do something masculine
this bothers the men and they try to
put her down

I think the men have the toughest time
with the stereotype /

2 males, back to back; one with broom, one with rifle.

What I want is world peace

but I live in a violent species
what I want is brotherhood but
prejudice is all around
what I want is to be accepted
but it's a snobbish world
but if I be myself
nothing can go wrong /

Girl in field of flowers.

What I would like to do is be myself
around strangers
but I'm too scared to open up

What I would like is to be successful
but I fall on my face every time I try

What I would like is to be someone
that everyone could admire
but all I ever seem to do
is give up the battle when I weaken /

Star.

What I would like is to find
someone who could love me for what I am
but I'm afraid I can't ever find him

What I'll do is
get up every time I fall
learn to admire myself

and try to find myself before looking for him. /

Male football player.

What is competition?
to pit one's skill or might?
Must one be better than another?
Must one prove he's always right?
Nay, the sport is ruined
if the only concern is to win
A person can't just say he tried
He must always say he's **better** than.... /

Boy and girl on beach; she thinking of muscle man.

Why should I prove I'm a better man
than the one she also admires?
Should I strive to make a false advance?
Should I purposely join the liars?
She knows what kind of person I am
And she knows all about "he"
So why should I throw myself to compete
And change what is really me? /

Abstract colored.

We all imagine a better world. Share with us your visions.

Planet with ice cream cones.

The Planet of Funegan

The very bright things
make you very happy
and everyone is nice
they call it Funegan

Because it is fun!
Because it is fun! /

Happiness machine/face.

Night comes once a week
Because everyone is always playing
Ice cream plants are always growing

The most wonderful thing
is a machine
that gives them everything they need
green children live there
and they are all nice. /

Dark figures with weapons.

Pandora

The gods were appalled at man's
activities on earth.

Man was puerile and vile
deceitful and hateful
to one another /

Super Ms. (face of flowers).

the gods resolved to create
some feature to distract men's minds
from these activities.

Thus the gods created woman. /

House of Love

Each god bestowed upon woman
a minute but noble gift
and sent her to earth.

When Pandora reached earth
she relinquished her gifts
for the betterment of all mankind. /

Poem with comet and Pandora.

Pandora II

Since the Great War
Earth had yielded no fruit
Man had vanished for 8 million years.
From Mount Deer of Wisdom
came a ball of curses.

Flash. Fire. Heat. Gas.....Peace.
Figure skimming ground lightly
Pandora II
bringing good to mankind /

Cross and poem.

banishing the wicked curses
to rest forever
tomorrow a new beginning
Earth's one last chance. /

Parachute lady.

One day far from now
A lady will be set upon the earth
to change it from all evil. /

Giant folding people finds baby.

Once upon a time there was a Fierce Giant. This Giant ate people. One day the Giant found a little baby. The baby was very small and thin. So the Giant decided to feed and fatten the baby up before eating it. /

Giant eating baby.

Finally, after the baby grew bigger, the Giant decided it was ready to eat.

But, just as the Giant was sitting down getting ready to gobble the baby up, the baby looked up at the Giant and said, "Da, da." /

Giant, baby and swingset.

Well, nobody had ever said "da, da" to the Giant before and the Giant liked it and began to care for the baby and take care of it.

And the Giant never ate people any more.

The End. /

Sun, cloud, blue sky.

We have learned
that the past dies
with each step forward we take.
Sometimes we lie
dormant in the present
dwelling on what we are missing
and what has died,
when we should be
reaching out to what
is yet to be born. /

People Are People No Matter What Sex

Children, balloons and credits.

Tree with credits.

Federal grant information.

NOTE: All quotes and poems in this filmstrip were taken from students. The students range in age from third grade to senior high. The quotes were gathered from their answers to questions in a booklet similar to the "Boy" and "Girl" booklet provided with this program. Poems were generated in class sessions led by a poet. She gave them language warm-up activities, and established contexts that encouraged their focusing on the male-female theme.

104

FILM SCRIPT:
EXPECTATIONS

Opening: Collage of ads, cartoons, comic books, events that depict stereotyped images and expectations of males and females.

Title: *Expectations*

Credits: Produced by Levie Isaacks,
Richard Goodman.

Written by Sydney Slye

Directed by Diana Vela.

Collage: Sequence of school stereotypes

Classroom Scene

Teacher (Enthusiastic and energetic): Our community is made up of some very special people. These people have some very important jobs that they do which help us. What do you think some of these jobs might be?

Child #1: A doctor.

Teacher (Writing doctor on the board): Good!

Child #2: Lawyer.

(Teacher continues to write these professions on the board and verbally supports the children for their answers.)

Child #3: A secretary.

Child #4: Mailman.

Child #5: Nurse.

Child #6: Pharmacist.

Child #7: Dentist.

Child #8: Well, aren't my parents important?

Teacher: Why of course they are.

Child #8: Well, I don't see their jobs up there.

Teacher (Realizing what she has done): Why . . . you're right. There are a lot of jobs we haven't listed. What do your parents do, honey?

Child #8: My mom fixes telephones and my dad cooks.

Teacher (Writing them on the board): Those are most important jobs. Would any of the others like to tell me what your parents do?

(The kids get excited and everyone raises their hands.)

Collage: Women and children stereotypes, ads.

Park Scene

A mother is pushing a baby carriage in the park. Her daughter is skipping along beside her, then off and around trees to explore.

Cut to: Two people on a park bench, an older man enjoying the sunshine and a young woman reading a book.

Cut back to: Mother and children crossing bridge. Daughter runs ahead and falls downstairs. She begins crying. Mother reaches down to get the baby, looks conflicted, takes baby in arms and begins rushing to daughter.

The older man approaches her, says, "May I?" and holds his arms out for the baby. The woman looks grateful, hands him the baby, and rushes on to tend to her daughter. The man plays with the baby.

Cut to: The woman smiling at the man.

Collage: idealized mother-daughter ads; pretty girl = marriage; smart girl = lonely wallflower ads

Mother-Daughter Scene

(A young woman in the kitchen fixing supper, while her mother sits, paying the bills at the kitchen table.)

Mother: Honey, God knows what I'd do without you. (Girl smiles sweetly.)

Mother: . . . Always helping out—never a whimper. Got myself a gem—two gems, you and your sister Emilie. (Silence)

Mother: When is that sister of yours due back here?

Girl: I'm not sure, Mama. I think pretty soon.

Mother: Good.

Girl: I think everything's about ready. I'm gonna go study before supper—okay?

Mother: Fine, honey.

(The older sister, Emilie, arrives and begins to taste and stir the food on the stove. The mother is talking to her from the kitchen table.)

Mother: School going good?

Emilie: Yes mom.

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Mother: Good grades — doing all your work?

Emilie: Yes.

Mother: Girl, you got one good head on those shoulders and there ain't one good reason you can't just do whatever you have a mind to — you know what I mean?

(Emilie turns, nodding her head slowly.)

Mother: You got the brains, girl. You're gonna go to college. Isn't that what that counselor said?

Emilie: He said I have potential.

Mother: Well, all you've gotta do is reach out and get that scholarship.

(Cut to: The younger sister, Cara, has overheard the conversation in the kitchen. Her facial expression is one of hurt, dismay and confusion.)

Emilie: Mother, I can't leave. What will you and Cara do?

Mother: Why, we'll just do what we've been doing. Besides, Cara's such a pretty girl...we'll do just fine. You've got to reach out and be somebody. This family needs a *somebody.*

(Cut to: Cara looks away as her sister walks out of the kitchen. Emilie sees the expression of hurt on Cara's face. Emilie's face registers her regret and fondness for her sister.)

Emilie (softly): Cara.

(Cara looks up at her sister.)

Emilie: Hey babe, Mama don't know what she's saying. You know?

(Cara looks kind of lost as to what she's saying.)

Emilie: Look, I don't care about who's smart and who ain't. It's some big deal or something to Ma. It just is for some reason of something. Do you see?

Cara: I don't know.

Collage: Successful businessman ads; well cared for wife: material wealth stereotypes

Businessman Scene

(The man in the business suit is standing at his desk. He looks especially hurried as he flips papers around on a desk, pulling out drawers, etc. Suddenly, the phone rings and he picks it up. Now, there will begin a three-way conversation between the man, his wife and his mother. The camera will cut between the man and his wife and the mother at the end.)

Man: Yes.

Wife (Sitting in bedroom): Dan, Mother's here now. She wants to talk with you.

Mother (on extension phone): Dan?

Man (Still going crazy at his desk): Hello Mother.

(Looking at his watch and trying to listen intently)

Did Jan tell you that Leslie won the sports award for her grade?

Mother: Oh heavens, that's wonderful. For the boys too?

Man (Looks proud): Yes, of the boys and girls.

(While Dan is talking, his secretary opens the door quietly and points to her watch silently mouthing the time. Dan looks up and nods.)

Wife: Mother, Dan and I started the most incredible diet — really good for you. We feel great.

Mother (Laughing): Well, I hope it's not one of those diets where you don't see any meat at the table.

Wife: Oh, of course not, Mother.

Mother: Well, good. Dan needs something special to go on. (Laughing) He doesn't even know he can go on 6 cylinders rather than 8.

Mother: Dan, how is work?

Man (very distracted): Fine, just fine.

Mother: I know you must really be happy.

(The man pauses, looks caught and confused, as if suddenly realizing the trap he is in.)

Collage: Ads for glamorous dress; shopping; store sign "Our job is pleasing you ..."

Store Scene

(A young woman dressed in poncho and boots is standing a bit back from the counter in a Dept. Store. The man in front of the young woman is being helped by the saleswoman. Just as the saleswoman finishes with this man, another man walks up to be helped. The saleswoman very smoothly and easily moves toward the man, addressing him politely. She ignores the young woman.)

Saleswoman (To the new man): Hello, may I help you?

Man (Motioning to the woman): I believe this young woman was here before me.

(The woman smiles to the man in thanks. The saleswoman looks a bit disturbed, and turns reluctantly to help the young woman.)

Collage: Chivalry cartoon; glamor figure ad

Bus Scene

A city bus is in motion and a young man is sitting in the front section. A woman with two children, a baby and small child, gets on the bus. No seats are left so the teenager gets up. The woman nods her head in thanks. The next stop down, another woman gets on the bus. She is a young, attractive woman. Several look up with interest, then one gets up, offering her a seat. She takes it. Finally, an older woman gets on the bus with several packages. The teenager looks around and realizes everyone is oblivious to her. No one moves to offer her a seat. He holds her elbow to help keep her balance. Then the attractive woman moves, smiles and offers the old woman her seat. The young woman catches the eye of the teenager who has been watching and smiles. He smiles back.

Collage Scene: Maternity ads; waiting lines; delivery room pictures; female nurses.

Examination Room Scene

(A group of interns are in a medical examining room. All attention is being centered on a woman in her early forties who is the professor and residing gynecologist and obstetrician.)

Doctor (Very matter of factly): How many of you have ever had an obstetric exam?

(The women interns raise their hands. The male interns are trying to make some sense out of this.)

Doctor (To the women): You all may dispense with this part of the lecture.

(The women leave.)

Doctor (Pointing toward exam table): Gentlemen, this is a gynecological and obstetric examination table.

(The doctors study the table.)

Doctor: In order to get a greater sense of empathy with your patients, I want each of you to undress and hop up on the table... The men look puzzled and a bit shocked. The young black doctor breaks into a smile when he realizes the necessity and humor involved in this situation.

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an
awareness
training program
in
sex-role stereotyping
for
elementary and secondary
teachers and counselors

CG 014675

PARTICIPANT MANUAL

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

an awareness training program in sex-role stereotyping for elementary and secondary teachers and counselors

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INTRODUCTION

Times change. Roles change. And the challenge for the educator is to keep up with the transformations in our society and prepare students for productive lives that fit future realities. In the past, the roles and expectations for women and men were clearly defined. Now they are changing, and as educators, it is important that we understand these changes and assess how they affect the ways we prepare boys and girls for their future.

This training program is designed to help explore an important social and legal issue in the schools: sex-role stereotyping. It provides experiences and information that help:

- identify and understand the changes in male and female roles in society
- identify the stereotypes that we unconsciously convey to students through our actions, our words, our policies, our educational activities and materials
- uncover the effects that our unconscious behaviors and attitudes have on student self-esteem, growth and productivity

  and
- explore behaviors and plan strategies that we can use to minimize stereotyping and maximize individual growth and productivity

This manual includes materials you will use during the workshop sessions as well as follow-up exercises and resources. Some of the follow-up exercises are designed to increase your personal awareness related to sex-role stereotyping. Others are designed for you to use with your students, both to increase your knowledge of their attitudes and biases and to raise their level of awareness in relation to sex-role stereotyping.

MODULE I: The Roots of Sex-Role Stereotyping

WORKSHOP MATERIALS

TO BEGIN: DEFINITIONS

1. Write your definition of sex-role stereotyping.

2. Write your definition of sex discrimination.

3. List as many examples as you can think of:

sex-role stereotyping	*sex discrimination*

4. Have you been in a situation in the past month where you have noticed stereotyping or discrimination based on sex? Describe the situation(s).

5. If you intervened or took action in response to the situation(s) describe your action(s).

MY HEROES & HEROINES

(1) What character from stories, fairy tales, folklore or comic books was your model for being male or female when you were a child?

(2) What movie star or television personality was your sex-role model?

Make a List of adjectives describing each of your models (physical appearance, personality, character traits)

(1)	(2)

What sorts of things happened to each one?

(1)	(2)

What did each one do? (actions, behavior)

(1)	(2)

How did each treat other people?

(1)	(2)

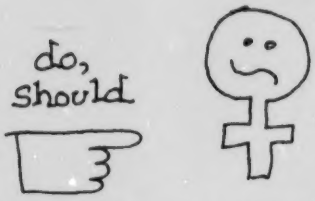
What would each never do?

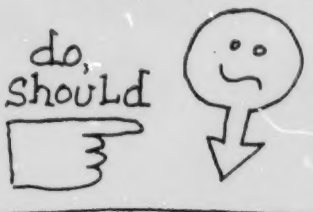
(1)	(2)

OUR

(Part 2) HEROES & HEROINES

In your group, list the messages derived from your heroes/heroines for females & males. Decide whether you now consider those messages helpful or harmful to you as adults. Place a + for helpful, - for harmful.





IMAGES & OUR SELF-CONCEPT

MALE IMAGES

I. Superior Strength vs. Nature
   - A. Warrior– Athlete
   - B. Don Juan, Lady Killer
   - C. Gentleman
   - D. Machine Man

II. Superior Mind vs. Nature
   - A. Playful Genius
   - B. Philosopher
   - C. Saint

III. Leader of Society
   - A. Bearer of the Word
   - B. Sacrificial Leader
     1. Dying-Rising Hero
     2. Modern Martyr

IV. Victim/Weakling
   - A. Victim
   - B. Drop-out
   - C. Sissy

FOR DISCUSSION

1. Do you think that the four categories of male images are comprehensive? If not, what would you add?
2. Are you clear about the meaning of each image? Discuss any that are unclear in your group.
3. Are any of the images unfairly or inaccurately presented, in your opinion? Explain.
4. Which of these images is most prevalent in today's society?
5. Which is the most attractive image to you? Which is the least attractive?

IDEAS&COMMENTS:

FEMALE IMAGES

I. Great Mother
   - A. Moon Goddess
   - B. Virgin Mary
   - C. Wonder Woman

II. Man-Destroyer
   - A. Unclean Woman
   - B. Femme Fatale
   - C. Hen-pecker

III. Pleasure Woman
   - A. Concubines and Harems
   - B. Prostitutes and Geishas
   - C. Unattainable Beauty

IV. Weak Vessel
   - A. Submissive Wife
   - B. Machine-Tender
   - C. Lady
   - D. Romantic Victim

V. Unwoman
   - A. Amazon
   - B. Virginal Saint
   - C. Eternal Little Girl
   - D. Crusader
   - E. Mannish Woman

FOR DISCUSSION

1. Do you think that the five categories of female images are comprehensive? If not, what would you add?

2. Do you agree that most images of women reflect the way men see and use women, and that only a few images are the self-definition of women out of their own experience?

3. Are you clear about the meaning of each image? Discuss any that are unclear in your group.

4. Are any of the images unfairly or inaccurately presented, in your opinion? Explain.

5. Which of these images is most prevalent in our society?

6. Which is the most attractive image to you? Which is the least attractive?

IDEAS & COMMENTS:

MODULE I: The Roots of Sex-Role Stereotyping

FOLLOW-UP MATERIALS

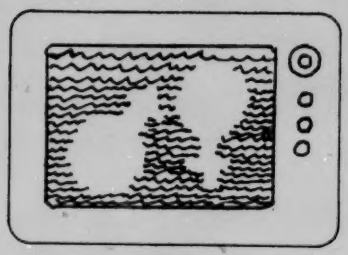
INSTRUCTIONS

SELF-AWARENESS ACTIVITIES

1. Select one or more of the media analysis sheets (newspaper, television, billboard) to fill in.
2. Read the article: "Sex-Role Stereotyping in Television Commercials."

STUDENT AWARENESS ACTIVITIES

1. Have students work in small groups to build boy and girl collages. Prepare butcher paper figures and bring magazines and other picture illustrations for them to cut out and paste to the figures. Try to be sure to include balanced picture images so that the media does not preclude students making non-stereotyped activities and characteristics for the boy-girl collages. If you cannot find non-stereotyped picture images, be sure to conduct a discussion with students after they have made their collages. If the collages are rigidly stereotyped, ask if they think boys and girls can do or be other than what their collages communicate.
2. Ask your students to write or talk about their heroes/heroines. If appropriate (if students can read and if you can reproduce copies), use the Heroes/Heroines worksheet provided. If not, write questions on the chalkboard: Who is your hero or heroine? What do you like or admire about him/her? You can record their answers or they can write them down. If they write them, instruct them to put their age and whether they are male or female in the corner of their paper. Notice reasons cited for choosing male role models, female role models. Are they different? How many females chose male heroes? How many males chose females? What do you make of this?



TV ANAL. YSIS

Choose one to watch:

A. Re-run of old series
B. Currently popular series
C. Half-hour news program
D. Six commercials

For A and B, choose a character and check each time the behavior or activity listed below occurs:
Character _____ **M or F**

Activities			Behavior					
Work in home	Work outside home	Social	Assertive	Passive	Independent	Dependent	Competent	Incompetent

For C (News), fill out this form (analyze film stories only):

Network _____ Time _____ Anchor(s) M F

Topic _____
Reporter M or F Subject(s) Male (No.) ____ Female (No.) ____
Activity of subjects _____
If authority is quoted, is it female _____ or male _____ ?
To whom is story directed: female _____ or male _____ ?

Topic _____
Reporter M or F Subject(s) Male (No.) ____ Female (No.) ____
Activity of subjects _____
If authority is quoted, is it female _____ or male _____ ?
To whom is story directed: female _____ or male _____ ?

Topic _____
Reporter M or F Subject(s) Male (No.) ____ Female (No.) ____
Activity of Subjects _____
If authority is quoted, is it female _____ or male _____ ?
To whom is story directed: Female _____ or male _____ ?

For choice D (Commercials), fill out this form:

	1	2	3	4	5	6
Sponsor/						
Actor(s) F or M						
To whom directed						
What messages						

NEWSPAPER ANALYSIS

Choose one:

A. Front Page B. Life style (or feature section) C. Sports D. Comics E. Ads

For A,B,C,D, count the total number of references, names, photos, etc. of F_____M_____.

Story/comic _____ Reporter/creator F____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Sex F or M — Assertive, Aggressive, Passive, Submissive, Nurturing; Work in home, Work outside home, Competent, Incompetent; Dependent, Independent, Name activity:

Story/comic _____ Reporter/creator F ____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: F or M — Assertive, Aggressive, Passive, Submissive, Nurturing; Work in home, Work outside home, Competent, Incompetent; Dependent, Independent, Name activity:

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Subject(s) How many F? _____ How many M? _____

Activity of main character: F or M — Assertive, Aggressive, Passive, Submissive, Nurturing; Work in home, Work outside home, Competent, Incompetent; Incompetent, Dependent, Independent, Name action:

For E:

Sponsor/product
In which section?
How many females?
How many males?
To whom directed?
What message?

BILLBOARD ANALYSIS

Total ♀___
Total ♂___

1
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

2
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

3
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

4
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

5
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

6
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

7
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

8
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

9
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

10
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

MY

HEROES & HEROINES

(1) What character from stories, fairy tales, folklore or comic books was your model for being male or female when you were a child?

(2) What movie star or television personality was your sex-role model?

Make a list of adjectives describing each of your models (physical appearance, personality, character traits)

(1)	(2)

What sorts of things happened to each one?

(1)	(2)

What did each one do? (actions, behavior)

(1)	(2)

How did each treat other people?

(1)	(2)

What would each never do?

(1)	(2)

OUR

(Part 2) HEROES & HEROINES

In your group, list the messages derived from your heroes/heroines for females & males. Decide whether you now consider those messages helpful or harmful to you as adults. Place a + for helpful, - for harmful.

do, should		don't never

do, should		don't, never

"What TV Does To Kids"

Excerpted from Newsweek, February 21, 1977. Copyright 1977 by Newsweek, Inc. All rights reserved. Reprinted by permission.

The wonder of it all is that the worry about television has so belatedly moved anyone to action. After all, the suspicion that TV is turning children's minds to mush and their psyches toward mayhem is almost as old as the medium itself. But it is only in recent years—with the first TV generation already well into its 20s--that social scientists, child psychologists, pediatricians and educators have begun serious study of the impact of television on the young. "The American public has been preoccupied with governing our children's schooling," says Stanford University psychologist Alberta Siegel. "We have been astonishingly unconcerned about the medium that reaches into our homes. Yet we may expect television to alter our social arrangements just as profoundly as printing has done over the past five centuries."

The statistics are at least alarming. Educators like Dr. Benjamin Bloom, of the University of Chicago, maintain that by the time a child reaches the age of 5, he has undergone as much intellectual growth as will occur over the next thirteen years. According to A.C. Nielsen, children under 5 watch an average of 23.5 hours of TV a week. That may be less than the weekly video diet of adults (about 44 hours), but its effects are potentially enormous. Multiplied out over seventeen years, that rate of viewing means that by his high-school graduation today's typical teenager will have logged at least 15,000 hours before the the small screen--more time than he will have spent on any other activity except sleep. And at present levels of advertising and mayhem, he will have been exposed to 350,000 commercials and vicariously participated in 18,000 murders....

For the majority of American children, television has become the principal socializing agent. It shapes their view of what the world is like and what roles they should play in it. As the University of Pennsylvania's Gerbner puts it: "The socialization of children has largely been transferred from the home and school to TV programmers who are unelected, unnamed and unknown, and who are not subject to collective--not to mention democratic--review."

What does TV's most impressionable constituency learn from prime-time entertainment? No one can really be sure, but psychologists like Robert Liebert of the State University of New York, one of the most respected observers of child behavior, don't hesitate to express sweeping indictments. "It teaches them that might makes right," Liebert says flatly. "The lesson of most TV series is that the rich, the powerful and conniving are the most successful."

The View from the Victims

Whatever the truth of that, the tube

clearly tends to reinforce sex-role stereotypes. In a Princetown, N. J., survey of sixteen programs and 216 commercials, it was found that men outnumbered women by three to one and that females were twice as likely to display incompetence. By and large, men were portrayed as dominant, authoritative and the sole source of their family's economic support. "These roles are biased and distorted, and don't reflect the way a woman thinks or feels," complains Liebert. "And it's just as bad for blacks."

It may, in fact, be even worse for blacks. Not only do black children watch more TV than whites, but they confront a far greater disparity between the illusions of video-land and the reality of their own lives. Two yet-to-be-published studies conducted by University of South Carolina psychology professor Robert Heckel found that young black viewers regard whites as more competent than blacks, and model their conduct accordingly. In one study, black children were shown a TV film of an interracial group of peers choosing toys to play with--and then given the same toys to pick from themselves. All the blacks selected the toys chosen by whites in the film, even though many of those toys were smaller or inferior in quality. "On TV, the competent roles tend to go to whites, particularly young white males," explains Heckel. "Thus black children regard whites as someone to copy."

...There is...considerable merit to the broadcasters' argument that parents are to blame if they don't regulate their children's viewing habits. By the time the Family Hour experiment was struck down by the courts last year, it had already proved unworkable because so many parents refused to cooperate. Nielsen found that 10.5 million youngsters under the age of 12 were still hooked to the tube after 9 p.m., when the Family Hour ended. And a recent Roper study reported that only two-fifths of the parents polled enforced rules about what programs their children could watch. "Parents who take active charge of most of the elements of their children's upbringing allow a kind of anarchy to prevail where television viewing is concerned," says Elton Rule, president of ABC, Inc.

The Public Strikes Back

In rebuttal, public-interest groups point out that TV stations have been granted Federal licenses to ride the public airwaves--a highly lucrative privilege that carries a unique responsibility. In addition to the nationwide pressure being exerted by the AMA and the PTA, local organizations like the Lansing (Mich.) Committee for Children's Television have persuaded local stations to drop gory shows from their late-afternoon schedules. But no one has achieved more reform than the activist mothers of Action for Children's Television, based in Newtonville, Mass. ACT is largely credited with persuading the networks to reduce time for commercials on children's weekend shows from sixteen to nine-and-a-half minutes an hour, to halt the huckstering of vitamins on kidvid and to end the practice of having the hosts deliver the pitches. ACT's ultimate--perhaps chimeric--goal is to rid kidvid of all advertising. "We feel it is wise to separate children from the marketplace until they are ready to deal with it," explains Peggy Charren, ACT's indefatigable president.

The shrewdest reform movement is aimed at persuading network programmers and advertisers that violence really doesn't sell. J. Walter Thompson, the nation's largest advertising agency, has begun advising its clients to stop purchasing spots on violent series--pointing out that a sampling of adult viewers revealed that 8 percent of the consumers surveyed had already boycotted products advertised

on such shows, while 10 percent more were considering doing so. To help viewers identify the worst offenders among the shows, the National Citizens Committee for Broadcasting now disseminates rankings of the most violent series. At last body count, the bloodiest were ABC's "Starsky & Hutch" and "Baretta," NBC's "Baa Baa Black Sheep" and CBS's "Hawaii Five-O."

...Two years ago, the administrators of New York's Horace Mann nursery school became distressed over an upsurge of violence in their students' play. Deciding that television was to blame, they dispatched a letter to all parents urging them to curb their children's viewing. "After we sent the letters we could see a change," recalls Horace Mann principal Eleanor Brussel. "The kids showed better concentration, better comprehension, an ability to think things through." Sheila Altschuler, one of the mothers who heeded the school's request, noticed that her 4-year old son began making up his own playtime characters instead of imitating those on the tube. "If I didn't feel it was kind of freaky, I wouldn't own a set," alleged Altschuler. "But these days it's a matter of conformity. Kids would be outcasts without TV."

Clearly, there is no single antidote for the vidkid virus. For the children of the global village, and their progeny to come, TV watching will continue to be their most shared--and shaping--experience. Virtually all of the experts, however, agree on one palliative for parents of all socioeconomic levels. Instead of using TV as an electronic baby-sitter, parents need to try to involve themselves directly in their youngsters' viewing. By watching along with the kids at least occasionally, they can help them evaluate what they see--pointing out the inflated claims of a commercial, perhaps, or criticizing a gratuitously violent scene. "Parents don't have to regard TV as a person who can't be interrupted," says behavioral scientist Charles Corder-Bolz. "If they view one show a night with their kids and make just one or two comments about it, they can have more impact than the whole program."

Reduced to the essentials, the question for parents no longer is: "Do you know where your children are tonight?" The question has become: What are they watching--and with whom?

SEX-ROLE STEREOTYPING IN TELEVISION COMMERCIALS

By Bonni R. Seegmiller & Dorothy Ranier, Hunter College of CUNY (Box 1449), and Cecilia Perez, The Graduate School and University Center of CUNY. Reprinted by permission.

The Surgeon General's Report (1972) and other investigations have already convincingly demonstrated that children learn both pro-and anti-social behavior by observing televised models. Since sex-role development also occurs through observational learning, television probably plays an important role in teaching children what the culture considers to be sex-appropriate behavior. We thus set about to document how men and women are portrayed on television.

...The data included here represent ...349 commercials, all broadcast during the morning hours, when young children would be likely to be viewing television. Each commercial was viewed and simul-

taneously tape recorded. The number and kinds of characters appearing in each commercial, as well as which of 25 sex-stereotyped behaviors each character displayed, [were] noted.

...(1)Of the 908 characters in the 349 commercials, 60% were male, 40% female; (2) narrators, who serve to talk with the voices of authority, were heard in 62% of the commercials; 92% of the narrators were male. Female narrators were present in only 8% of the commercials. All of the female narrators appeared in commercials directed exclusively at women. Obviously, males are viewed as possessing more credibility than women; (3)more males (69%) than females (31%) gave product information or advice to others; (4)65% of the characters who displayed dominance were male, only 35% female; yet 62% of the characters who were dominated by another were females (60% of the time by men); (5)although, overall, an equal percentage of males and females display competency and achievement, that displayed by women was in reference to products stereotypically used by housewives, and was most frequent in commercials directed at adult females; significantly more competent and achieving men were presented in commercials directed at the general audience, and at men; (6)females were criticized far more frequently than were men; (7)men were the givers of praise far more frequently than were women (61% vs. 39%); (8)females accounted for 82% of all nurturant behavior; (9) aggression, though infrequent, was displayed only by males.

Television commercials are intrinsically, notoriously interesting to young children. If children are learning [how] to behave from television commercials, they are learning that females worry about domestic cleanliness and food, and are only competent in regard to household tasks; men, on the other hand, fill positions of authority, achievement and competency. The implications are clear -- not only must we be concerned with the effects of television on aggressive behavior, but with sex-role stereotyping as well. Children of both sexes must be able to view adults of both sexes engaging in various types of competent, achieving, nurturant behavior. The tokenism with which some advertisers have placed females in competent roles (e.g., the marine biologist mother who endorses a breakfast drink and is above all concerned about her family's health) is simply not enough. Children must be able to view, and therefore take for granted, men and women in <u>all</u> roles.

MODULE II:

Changing Roles and Expectations

WORKSHOP MATERIALS

DISCUSSION QUESTIONS

FOR GROUP ANALYZING NEWSPAPERS

In your analysis of newspapers, how many males OVERALL appear; how many females?

How many females are engaged in physical activities? Males?

How many females are engaged in mental activities? Males?

How many females are shown outside the home? Males?

How many females are shown inside the home? Males?

How many females are shown in prestigious work or positions? Males?

How many female writers/cartoonists? How many male?

How many stories/cartoons/ads are directed toward females? Toward males?

Which ads are located in which section of the paper?

How many females are shown in ads? How many males?

What messages about females are conveyed by ads? Males?

What do you notice about where ads for different kinds of products are placed?

FOR GROUP ANALYZING TV

What activities and behaviors are engaged in by females in the re-runs? Males?

What activities/behaviors are engaged in by females in the current series? By males?

Do you see any differences in the portrayal of females in new versus old programs? Of males?

How many male anchorpersons did you count in the news? How many females?

How many female reporters? How many males?

How many female subjects of news stories? Male?

What activities are females engaged in in news stories? Males?

How many stories seem directed to females? Males?

What products are directed to females? To males?

How many females are in ads? Males?

FOR GROUP ANALYZING BILLBOARDS

On billboards, how many females are pictured? Males?

What are females doing? Males?

How many billboards are directed to females? Males?

What appeals/messages are directed to females? Males?

WHICH COMES FIRST?

FOR DISCUSSION

A. How adequately does the filmstrip explain changes in male/female roles that are occurring in our society? What would you add?

B. How has the introduction of the items listed below affected the roles and life styles of males and females? (Each group choose 2; brainstorm 3 minutes on each; record your ideas.) (Items listed after each number count as one.)

1. birth control devices (diaphragm, pill, loop)
2. antibiotics
3. modern agricultural inventions (tractor, chemical fertilizer)
4. dishwasher, clothes washer/dryer, blender, mixmaster
5. television
6. automobile
7. telephone
8. computer
9. power tools (drill, saw, lawnmower, lathe, etc.)
10. pasteurized milk, infant formula, baby bottles
11. disposable diapers

Item #	*Effect on males*	*Effect on females*

Item #	*Effect on males*	*Effect on females*

ARTICLES IN THE BRAIN FOOD SERIES

The articles, by grouping, are:

A. FEMALE NEGATIVE SELF-CONCEPT

1. "Are Women Prejudiced Against Women?"—research in which women judged work by other women prejudicially
2. "How Women Get Their Way" — costs to female of behaving in socially approved ways
3. "Fail: Bright Women" — famous study of fear of success in intelligent college women

B. PRESSURES AND EFFECTS ON MALES

1. "Sex-Role Pressures and the Socialization of the Male Child"—traces the anxiety generated in male children by the fear of appearing feminine
2. "Men: Being a Boy" — a male who didn't fit the stereotype tells how it felt
3. "Romantic Relationships" — how stereotypical roles and expectations can hamstring a relationship

C. STEREOTYPING— SOME LONG-RANGE COSTS

1. "The Broverman Study" — a double standard for the sexes in the mental health profession
2. "Illness and Therapy" — physical and mental costs to both sexes of stereotypical roles and behavior
3. "Displaced Homemakers"—costs to older females of traditional roles
4. "Right to Training"—one solution

D. MINORITY REPORT

1. "The White Male Club" — power, access to power, economic costs of being outside the club, how to improve and open the club
2. "The Chicana as Feminist"—perspective on the Chicana as woman and member of a minority culture
3. "Jim Crow and Jane Crow" — special problems of the black female linked to problems of all women and of the black male

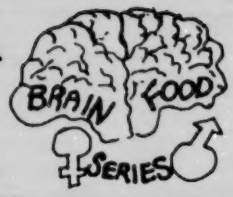
E. FEMALE OR MALE: WHAT'S THE DIFFERENCE?

1. "The Eye of the Beholder"—differences projected by parents on newborn infants possessing nearly identical characteristics (the myth).
2. "Female or Male"—research on ability, motivation, behavioral differences between the sexes; fewer differences than you might think (the reality).

3. "Androgyny vs. the Tight Little Lives ..."—sex-role stereotyping limits behavior; androgyny frees (the consequences).

4. "Are Girls Catching Up to Boys in Sports?"—closing the gap in physical abilities (dispelling the myth).

Worksheet for



Give examples of kind of costs of sex-role stereotyping:	Which sex suffers?	Based on which stereotyped ideas?
Physical		
Psychological		
Economic		
Achievement		

DOES LANGUAGE MAKE A DIFFERENCE?

I. Sauce for the Goose, Sauce for the Gander

See what you think. Read the pairs of statements below. First read the left column, then read the matching right column. What's the difference in the impact? How does the meaning change when the gender reference changes? What are the subtle (or not so subtle) innuendos?

History text:

"As the nation developed, the settlers moved westward with their cattle and their wives."	"As the nation developed, the settlers moved westward with their cattle and their husbands."
It has been falsely said that the Greeks mistreated their wives.	It has been falsely said that the Greeks were mistreated by their husbands.
A man's home is his castle.	A woman's home is her castle.
We hold these truths to be self-evident: That all men are created equal.	We hold these truths to be self-evident: That all women are created equal.
One small step for man; One giant step for mankind.	One small step for woman; One giant step for womankind.
Airline Ad: "I'm Cheryl. Fly Me."	Airline Ad: "I'm Darryl. Fly Me."
He's a real he-man!	She's a real she-woman!
The girls are having a hen party.	The men are having a bull session.

doctor	lady doctor
lawyer	female lawyer
policeman	policewoman
male nurse	nurse
male secretary	secretary
salesman	saleswoman
fireman	- - - - -

II. The Generic "He" and "Mankind"

How about masculine words or the generic use of "he" and "man" to include both sexes? How well does it work? Does it ***really*** *include both sexes? See what you think.*

Personnel director: "We will hire the most qualified person regardless of his sex."

In the Pee Wee Pals comic strip a baseball game was being organized. One boy said, "I'm gonna be the third baseman!" Another said, "I'll be the first baseman! What about you, Connie?" Connie answered with, "I'll be the second base person!"

.....

"Mankind has, ever since he began to think, worshipped that which he cannot understand. As millenia have passed he has understood an ever-increasing amount about the world around him . . . It is as if man departs from his mother's womb to enter straight into another one created by scientists . . . When he has grown up safely to adulthood he can wake up in the morning to his heated or air-conditioned house, use the latest techniques to prepare food for himself, drive off in his heated or air-conditioned car, and spend the day in a glass and plastic office ... or even exceptionally be one of the select few who have voyaged to the moon. And to cap it all he may, if he really so desires, stay at home and be changed into a she!" (John G. Taylor, **Black Holes,** pp. 11-12)

III. What does research say?

A paper was presented at the American Sociological Association Annual Meeting in 1972. It's title: "Sex-Role Imagery and Use of the Generic 'Man' in Introductory Texts: A Case in the Sociology of Sociology."

Joseph Schneider and Sally Hacker wanted to study the effect on students of the word *man.* They recruited students from several college campuses to help in collecting photographs, cartoons, and other popular culture illustrations appropriate for a proposed introductory text in sociology. Half of the students were given chapter titles containing *man*; the other half were given chapter titles that used the word *people* to express the same concept. The students with the *man* titles brought in a *significantly* larger number of all-male or mostly male pictures than did the students with the *people* titles. (**American Sociologist,** 8:8, pp. 12-18)

IV. The Vocabulary through Feminine Eyes.

If, indeed, women are not *really* included in masculine-sounding words, what does our language now say to a girl? A woman writes about the restrictions that would be placed on her daughter if the language stays the same. What effect do *you* think it would have?

I wonder what she'll do when she's ready to join the *manpower* of the world. Naturally she can't be a skilled *craftsman* or *journeyman* or *foreman.* Will she be eligible for *workmen's compensation?* With all the problems related to *man and his environment* and the big urban squeeze, maybe she'll turn to rural America, but she can't be a *frontiersman* or a *gentleman farmer.* She can be a cowgirl, although this doesn't mean that she will do the same things that a *cowboy* does, or that she can develop the necessary *horsemanship* to become a first rate *cattleman.*

Perhaps she will be interested in art. If so, I'll feel bad that all she can create are paintings instead of *masterpieces.* Or maybe she will want to be a writer. Some journalists have started out as *copy boys,* but she couldn't do this. Nor could she be a *deskman* or a *rewriteman.* But since she couldn't try out for these, she would have to be satisfied with getting a job as a TV weathergirl or as a newspaper sob sister. Or if this fails, maybe she can get a job as a salesgirl, but she doesn't have much chance

for success, since she couldn't practice *salesmanship*. If she worked in the post office she could become a *postmistress,* but here, too, she would be limited; she couldn't go to the top, since it would have to be a male filling the role of *postmaster general.*

Even if she rose to real power in the world and became a *queen,* she couldn't rule because there are only *kingdoms* — no queendoms. It's too bad she won't be able to get together with some *fellow* feminists and *mastermind* a plan for electing a woman President. It would be especially hard since she couldn't start out with such a traditional job as city *councilman* or *congressman.* But at least I wouldn't have to worry about the implications of the old saying, "Politics makes for strange *bed-fellows,*" nor whether or not her companions are *men of their word.* She couldn't count on their coming to a *gentlemen's agreement* and making her their *favorite son* candidate. But if by some happenstance, she did succeed in gaining power in government, the real tragedy is that she could never be a *statesman* — only a politician! (Alleen Pace Nilsen in **Sexism and Language**. NCTE, 1977, pp. 39-40)

V. What are some alternatives?

Try your hand at equalizing the language. Open the symbolic doors. Broaden the options. For each of the phrases or sentences below, write a substitute.

Example:

We will hire the most qualified person regardless of his sex. — *We will hire the most qualified person.*

Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.

_____

Before voting, study the candidates' astrological charts so you can wisely determine the kind of man you are choosing for your leader.

_____

A man makes art because he has to.

_____

Before we proceed with the agenda, we need to select a committee chairman.

_____

If you need any help, the stewardess will be glad to assist you.

_____

Give each student his paper as soon as he is finished.

_____

The average student is worried about his grades.

_____

Let each student participate. Has he had a chance to talk? Could he feel left out?

_____

Convention-goers and their wives are invited.

_____

There are two candidates for Student Council president: Bill Smith, a straight-A sophomore, and Kathie Ryan, a pert junior.

_____

I'll have my girls do the typing.

_____

Writers become so involved in their work that they neglect their wives and children.

_____

Have your Mother send cookies for the field trip.

_____

The elementary teacher is a boon to our civilization. She patiently and lovingly molds our future citizens.

_____

MODULE II: Changing Roles and Expectations

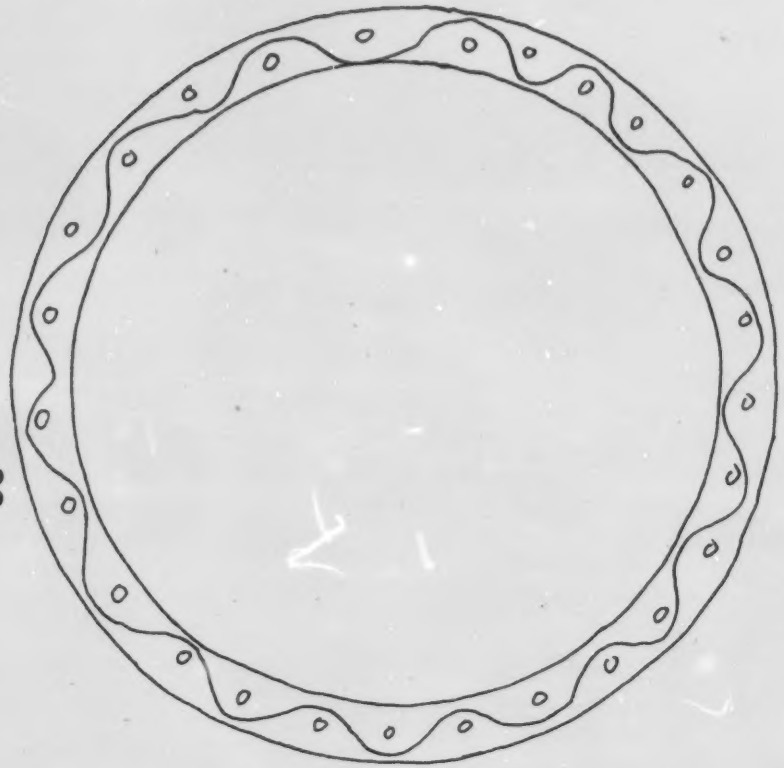
FOLLOW-UP MATERIALS

INSTRUCTIONS

STUDENT AWARENESS ACTIVITIES

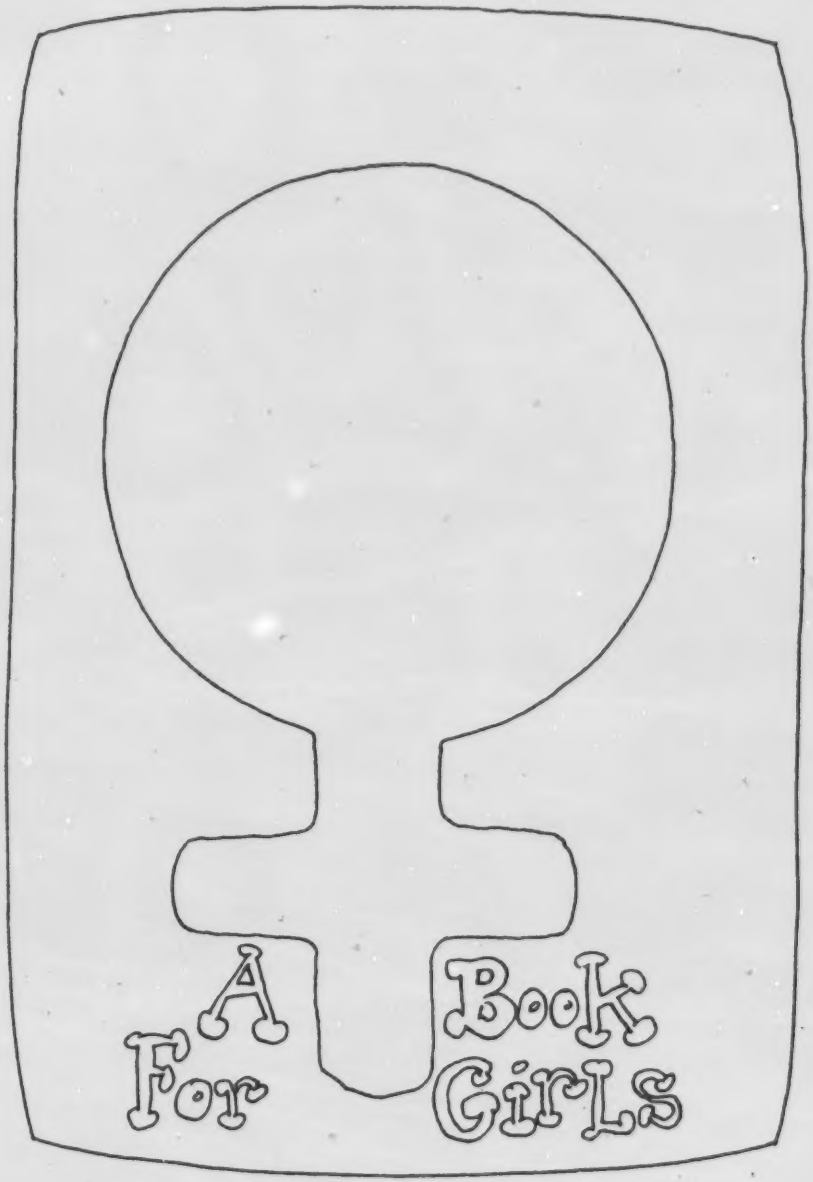
1. Have students explore their attitudes about being a boy or a girl by using the **booklets** provided. If possible, reproduce a copy for each student (boy booklet for boys; girl booklet for girls). If you cannot reproduce copies; write the categories from the booklets on newsprint or the chalkboard and ask students to write or draw their responses on a separate sheet of paper. After they have completed their work, take up the booklets or the papers and tally the responses in order to determine patterns that emerge for boys and for girls. Return the work to the students after you have analyzed it. Conduct a class discussion with the students, sharing the analysis of the survey. Bring the results of your survey and class discussion to the next session.

2. Read the **article:** "Close-up: An Elementary School Classroom." Use some of the guidelines suggested in conducting your discussion of the attitude survey with the students.



38

If things were
the way I'd like them
to be, boys would...



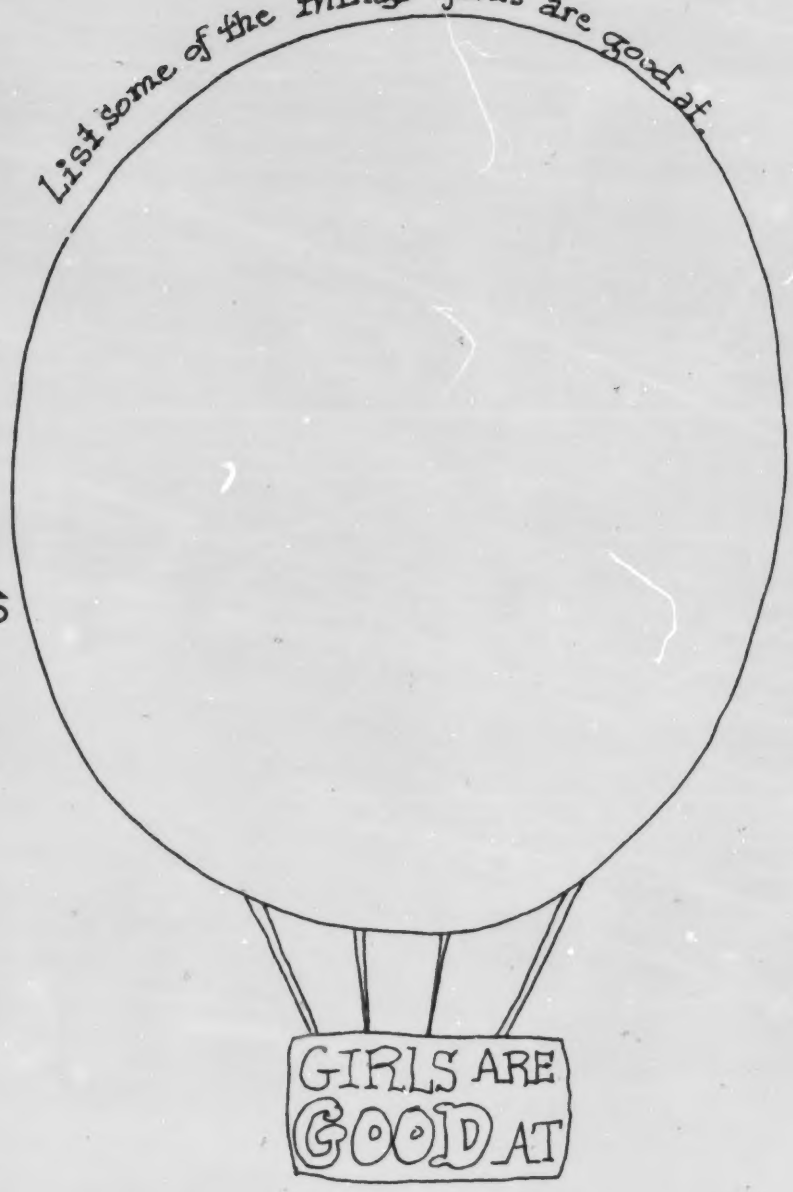
39

GIRLS LIKE

151

THE MAIN PROBLEM WITH BOYS IS:

152



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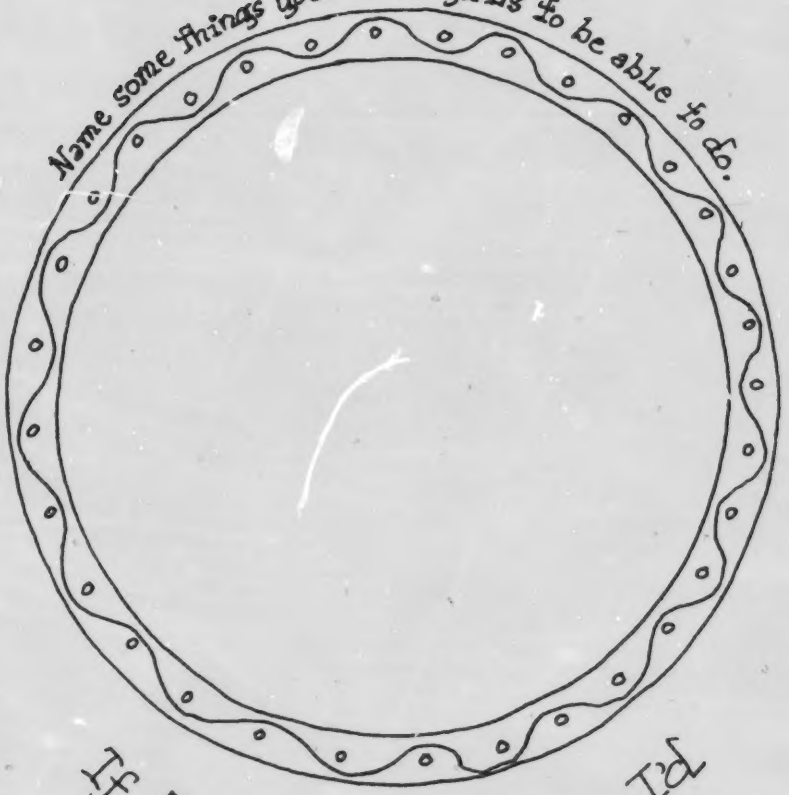
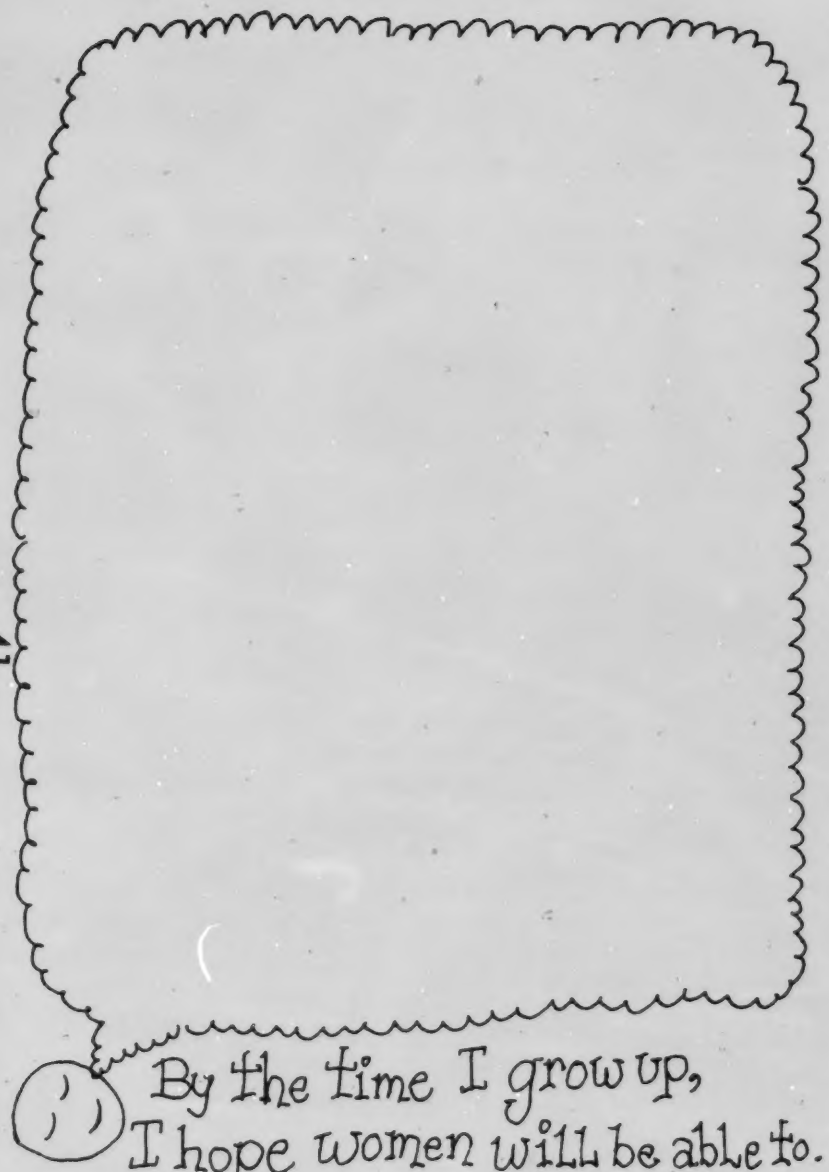


If things were the way I'd
like them to be, girls could...


By the time I grow up,
I hope women will be able to...

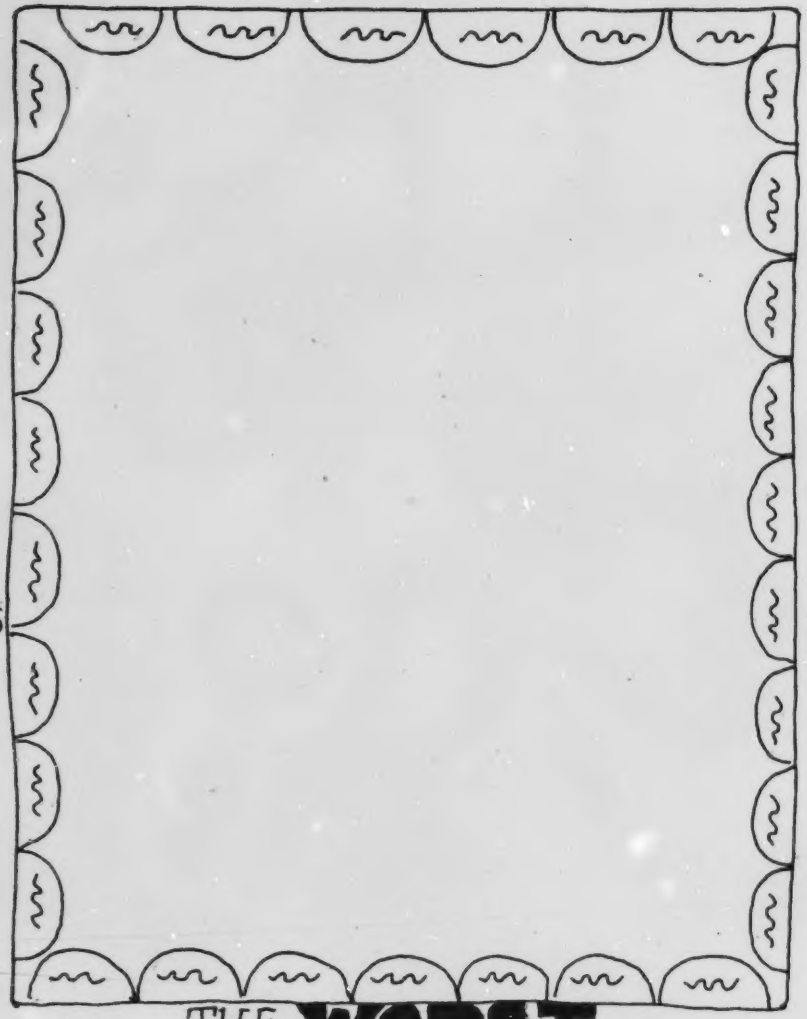
41

Girls can grow up to be.

The ways I am different from most girls....

42

THE BEST THING ABOUT BEING A GIRL IS...



43

THE **WORST** THING ABOUT BEING A GIRL IS...

I HATE IT WHEN PEOPLE SAY

"Girls are so...

"Girls should be...

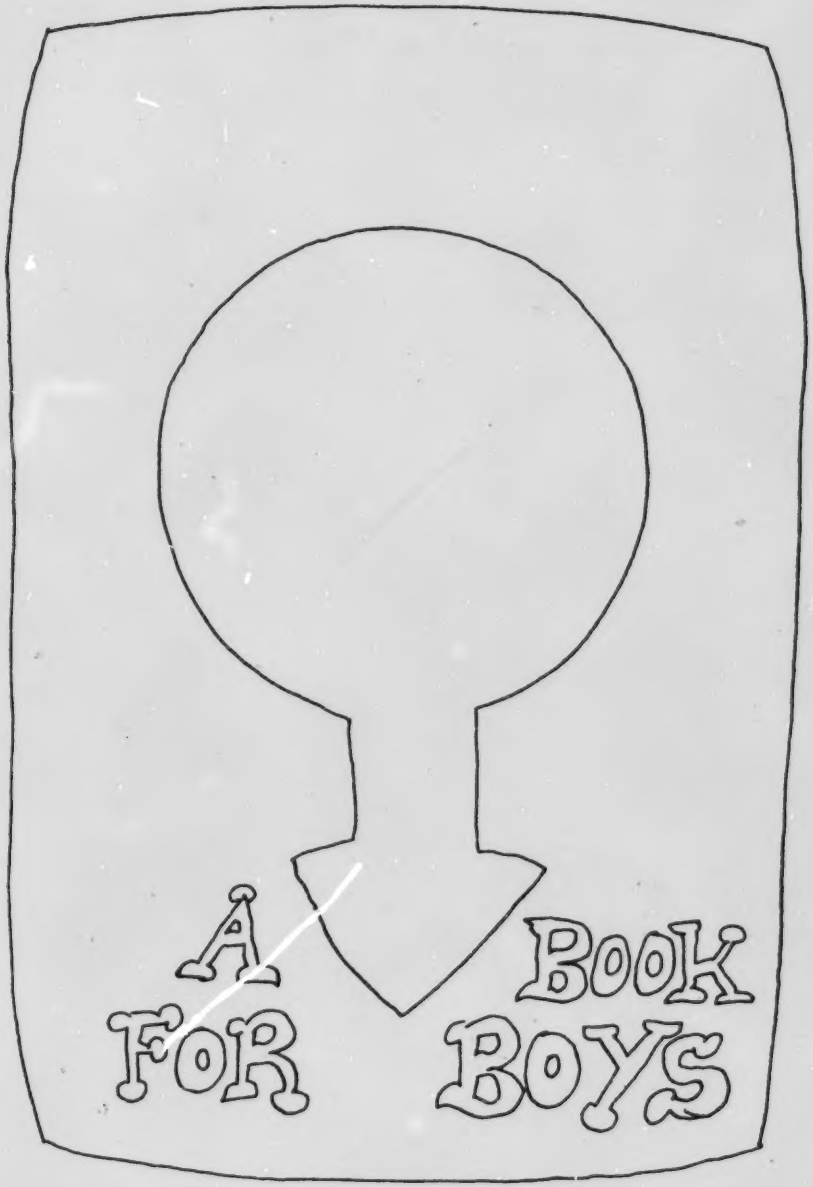
"Girls can't...

"Girls shouldn't...

"Girls never...

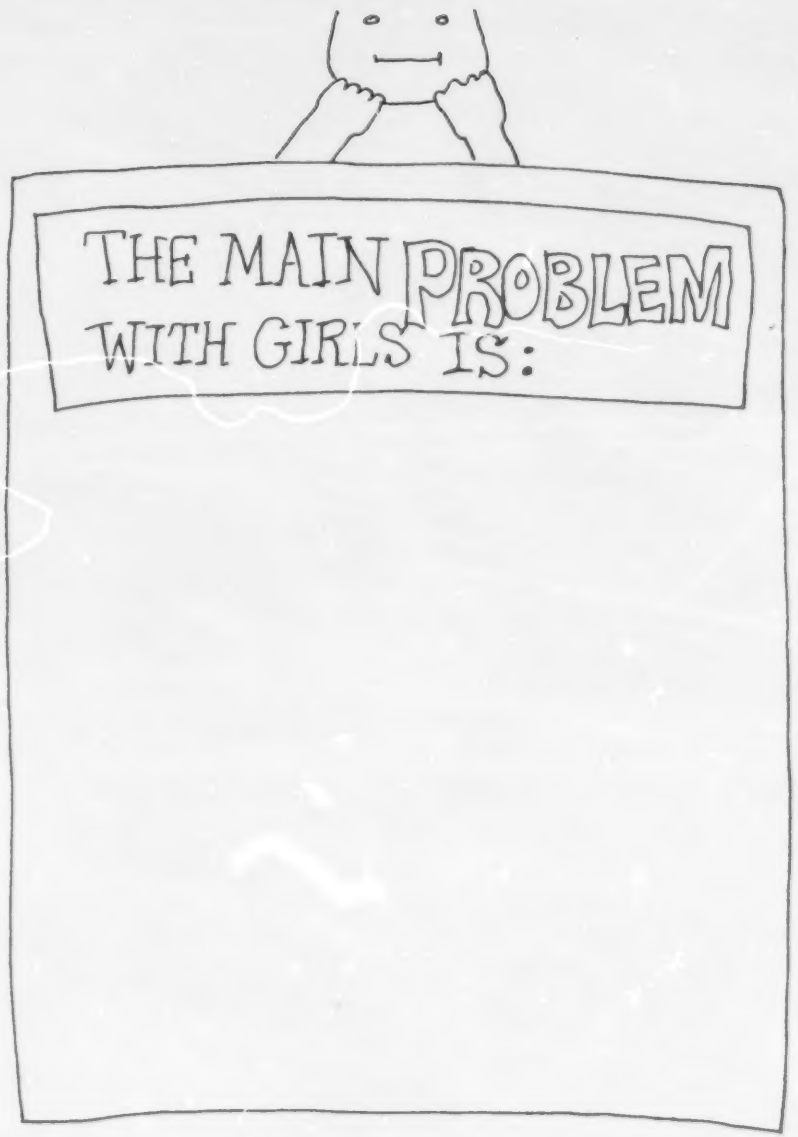
44

If things were the way I'd like them to be, girls would...



BOYS LIKE
List some things boys like.

45


THE MAIN PROBLEM WITH GIRLS IS:

By the time I grow up,
I hope it will be okay for men
to...

List some things boys can grow up to be.
Boys can grow up to be...

Name some of the things boys are good at doing.

47

Boys are GOOD at...

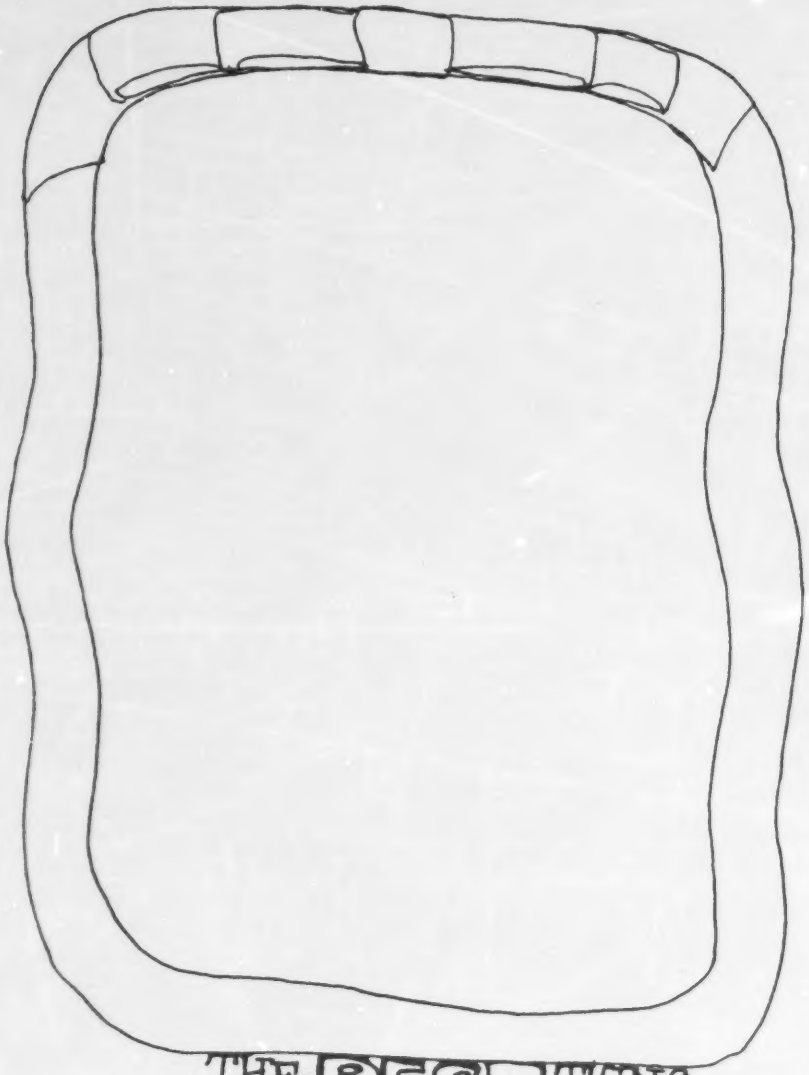
List some of the things you'd like boys to be able to do.

If things were the way
I'd like them to be, boys could..

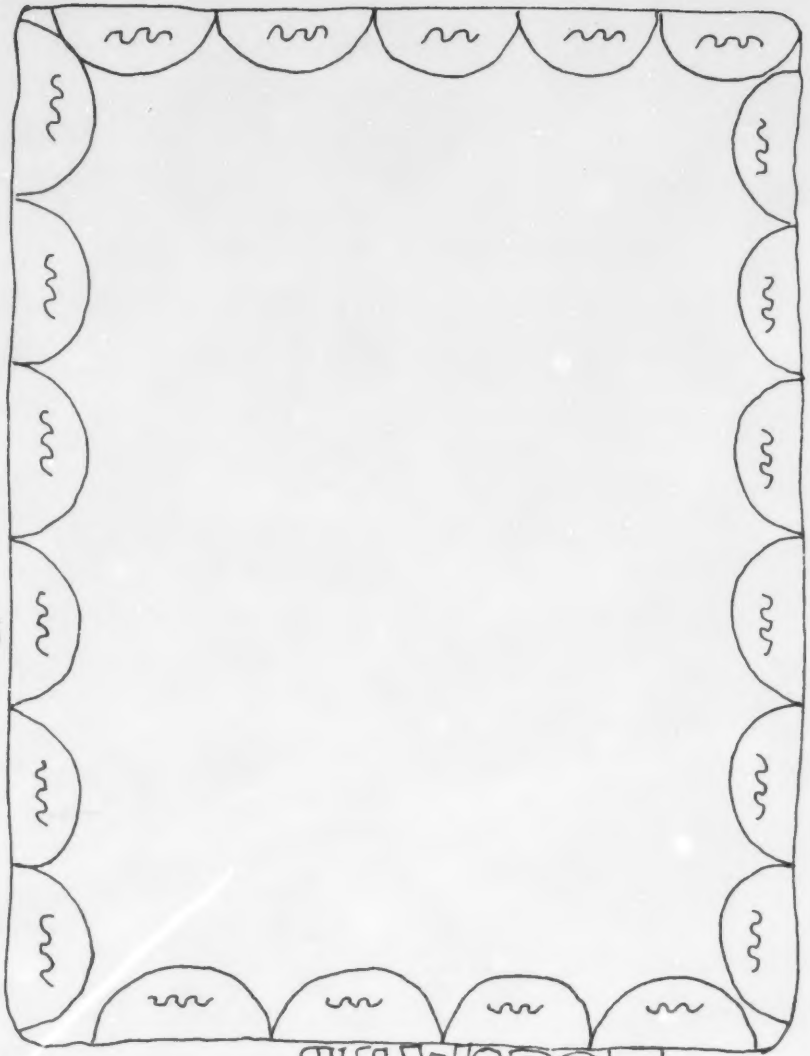
48

The way(s) in which I am different from most boys...

List some ways you are different from a lot of boys you know.



THE BEST THING ABOUT BEING A BOY IS...



49

THE WORST THING ABOUT BEING A BOY IS

I HATE IT WHEN PEOPLE SAY...

"Boys should

"Boys can't

"Boys are so

"Boys shouldn't

"Boys never

Write some of the things people say about boys that make you mad or frustrated.

CLOSE-UP:
AN ELEMENTARY SCHOOL CLASSROOM

by JACQUELINE M. FRALLEY

Women's Studies Newsletter, #3, Spring 1973. The Feminist Press, Box 334, Old Westbury, N.Y. 11568. Reprinted with permission.

Martha Batten was beginning her sixth year of elementary school teaching when she first came into her combined fifth and sixth grade class at the Wildwood School in Amherst, Massachusetts, in the Fall of 1971.

Ms. Batten spoke with us about her experiences teaching and learning with this group, and described the ways in which her own changing awareness about sexism and sex-roles led her to focus and design classwork. Although she found that peer group and other pressures to conform to stereotyped roles were tremendously difficult to break through, she was able to devise lessons and to grope towards ways of talking about sex-role issues with her students, sometimes with startling and delightful results.

One discussion in her class focused on "What is bad about being a girl or a boy?" The discussion began with the boys pointing out the importance of bullying in order to gain approval from other boys and moved to the ways in which aggressive and rambunctious behavior gets them into trouble with their female teachers. The students were aware that teachers expected students to be passive, quiet, and cooperative, behavior more typical of girls than boys. The girls explained, however, that they felt conflicts about what was expected of them. They felt that being labeled a "tomboy" when they were young had been a compliment, but now that they were nearing eleven and twelve, they felt pressures on them to be "feminine."

The girls' ambivalence turned the discussion to questions about political power in the classroom and school, since it was clear that, until the fourth grade, the girls had reaped approval for somewhat aggressive behavior and had often tended to dominate discussions as well. But by sixth grade, the boys were solidly in charge both of the classroom discussions and the prestigious student council offices. The girls realized that, when they were on the student council at all, it was always in subordinate positions. (As a result of this discussion, the girls began to see themselves as unrepresented; and they decided to form a caucus in order to get some political power and to learn to overcome their timidity about speaking in public.)

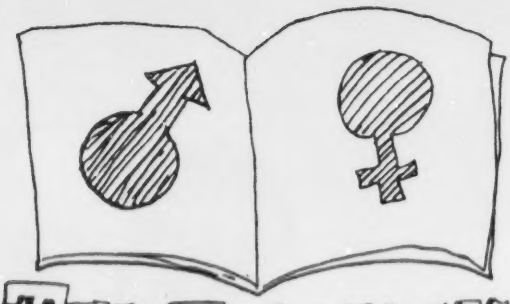
The question from which this discussion grew reflects Martha Batten's assumptions about the importance of talking with students about their own experience and feelings, and her conviction that to fail to intervene in sexist attitudes and behavior is to encourage and perpetuate the existing stereotypes. In social studies, for example, she organized an economics unit focused partially on advertising and the ways in which women are used to sell products both to men and to other women. The students brought in advertisements and examined the needs and desirable image which the media attempt to project for women and men. Then, the girls and boys met separately and discussed the pressures they felt were placed on them as females or males growing up, compiling a list of qualities they felt desirable for their own sex. They also listed what they thought to be desirable qualities for the other sex. When the class came together, and combined their lists of assumptions about femininity and masculinity, students realized that no one could fit into those categories or reach the cultural ideals revealed by the lists. The ideal attractive image, moreover, proved to be a stereotypic one created or manipulated by the media. Their conclusions lead students to discuss the special pain of adolescence when individuals are judged on the basis of qualities over which they have little control.

As a teacher, one of Martha Batten's conscious goals is to help her students to become aware of sex roles, to understand how they come to be determined, and to break through them to the extent of being able to make choices about their lives from a wide range of alternatives. Ms. Batten does not put down stereotyped behavior; she says, "...the later they get into that the better," remembering a time when she thought it was cute for 4th grade boys and girls to be organized into romatic couples. Those days are gone forever.

MODULE III:

The School's Role in Change

WORKSHOP MATERIALS



TEXT ANALYSIS

1. Number of characters

♂

♀

2. How characters dress

♂

♀

3. List 2 or 3 actions of characters

♂

♀

4. List 3 emotions displayed by characters

♂

♀

Understanding Title IX

Each group choose 2: Fill in with information from reading

Treatment of Students

Course Offerings

Textbooks

Counseling

Admissions

Financial Assistance

Marital or Parental Status

Athletics

Employment

Job Classification

Fringe Benefits

Marital or Parental Status

SUMMARY OF THE REGULATION* FOR TITLE IX EDUCATION AMENDMENTS OF 1972

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Title IX of the Education Amendments of 1972 says:

"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are schools whose primary purpose is training for the U.S. military services or the merchant marine and educational institutions controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs. In addition, the "Bayh Amendment" to Title IX exempts the membership policies of the Girl and Boy Scouts, the YMCA and YWCA, Campfire Girls and other single sex "youth service organizations" whose members are chiefly under age 19. This special exemption does not apply to recreational youth groups such as Little League. Also exempted by the amendments are university-based social fraternities and sororities.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for Improvement of Education.

GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must complete the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.)

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

*45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3239, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. Funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. Project Director: Holly Knox. Associate Director: Clelia Steele. Staff: Robin Gordon, Mary McKenzie, Chris Rusnock, Lynda Weston.

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The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

TREATMENT OF STUDENTS — § 86.31 - 86.42

General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools have until July 21, 1976, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling — § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid — § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits — § 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics — § 86.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Adjustment period. Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

EMPLOYMENT — § 86.51 - 86.61

General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into

union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits — § 86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy — § 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws — § 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS — § 86.71*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews — broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. Aside from this requirement, no specific time limits are set on any other proceedings. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

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*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81.

Peer

What Are They Complaining About?

To give you an idea of the range and variety of complaints that have been filed against school districts since Title IX was passed, here's a sampler from the over 600 in HEW files.

• As part of an experiment to see whether boys couldn't learn better when girls weren't around, a Montana school has been segregating first-grade girls and boys for two years, alleged one complaint. No control group of coeducational classes had been set up to draw comparisons, however.

"The separation is based on a theory that coeducation may be detrimental to young boys, because of early dominance by females," said a newspaper article enclosed with the complaint.

• Thirty-six girls on a New Jersey field hockey team had to divide up 11 pairs of shoes, 24 jackets, 24 kilts and 12 warm-up suits, wrote the girls' coach in a 1973 complaint. The boys, however, were "outfitted to the letter."

The coach also reported that she earned $375 for coaching both varsity and junior varsity basketball. The boys' head basketball coach earned $950; his assistant, $850.

• Her daughter "wants carpentry for two years so she can repair her own home when she gets one, as she seen all it cost us for repairs," wrote another New Jersey complainant.

Yet the principal refused to enroll the girl in carpentry, claiming "it was too much pressure on the girl." He told her that "if there were more girls he might consider it." But when three more girls interested in carpentry were rounded up, the principal "wouldn't even listen to them," the mother reported.

• After having left her home state to work as a high school assistant principal in a Colorado school district, one complainant was abruptly "rejected" after one week on the job. The only explanation the district offered was that "my husband wasn't living there with me," she reported.

The year before, the district had filled a similar position with a man whose family stayed in another city.

• Washing the boys' football and basketball uniforms is part of the junior high girls' home economics curriculum. This was just one charge in a far-reaching complaint filed against a western school system.

The complaint also reported that:

—Aside from within-district track meets, the junior high school girls have no competitive interscholastic sports program.

—Four sports are offered to high school girls, while boys can choose from 9 different activities. When more girls show an interest, said the district's athletics director, they'll get more activities—"which is like telling the stove to give heat before wood is added," commented the complainant.

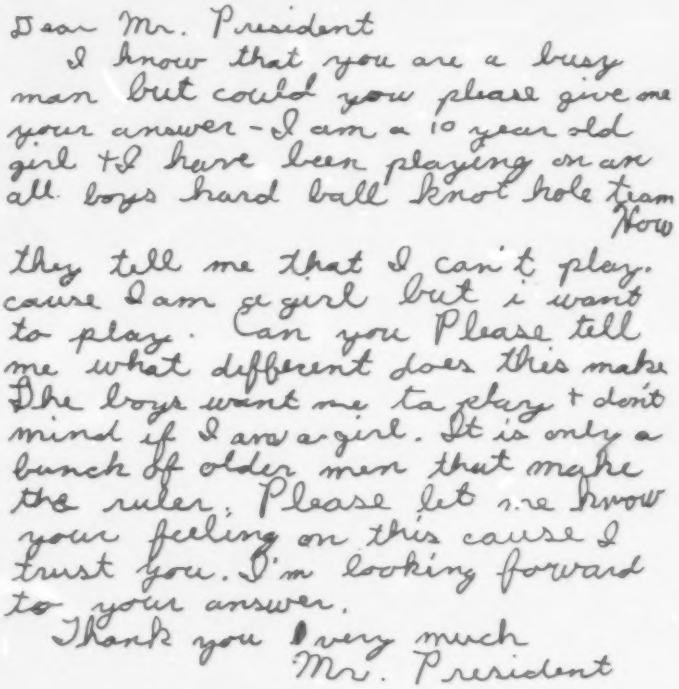
—"Powder Puff Mechanics" is offered to girls at one local high school. "Some girls have said (it) is patronizing . . . and a waste of time," the complainant noted.

—Four physical education classes are available only to boys. Two of them, "reserved for male athletes" according to the course description, are advanced physical conditioning classes.

Female athletes have no such special programs. At best they can take "slimnastics" in one of the two all-girl classes, "designed for the girl who feels she needs to eliminate excess weight, or . . . tone up her muscles or figure."

• In one New Hampshire school district, 79% of the elementary school teachers, but only 13% of the principals, are women, charged a 1974 complaint.

The complaint documented a widespread pattern of discrimination in the district, including sex segregated classes and great inequities in sports programs for girls and boys.

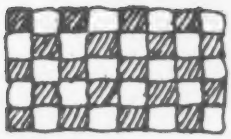


Dear Mr. President
I know that you are a busy man but could you please give me your answer - I am a 10 year old girl + I have been playing on an all boys hard ball knot hole team Now they tell me that I can't play. cause I am a girl but i want to play. Can you Please tell me what different does this make The boys want me to play + don't mind if I am a girl. It is only a bunch of older men that make the rule. Please let me know your feeling on this cause I trust you. I'm looking forward to your answer.
Thank you very much
Mr. President

• On top of the usual pins and bars for playing any sport, the boys in one North Dakota school district get special trophies and medals for outstanding performances. The girls receive no awards, according to a 1974 complaint, even after having played for all four years of high school.

Also, each squad on the boys' basketball team has its own group of cheerleaders, none of which turns out for the girls' games, wrote the girls' parents.

Reprinted with permission. Peer Perspective



STOP. LOOK. LISTEN.

QUESTIONS POSED BY NARRATOR

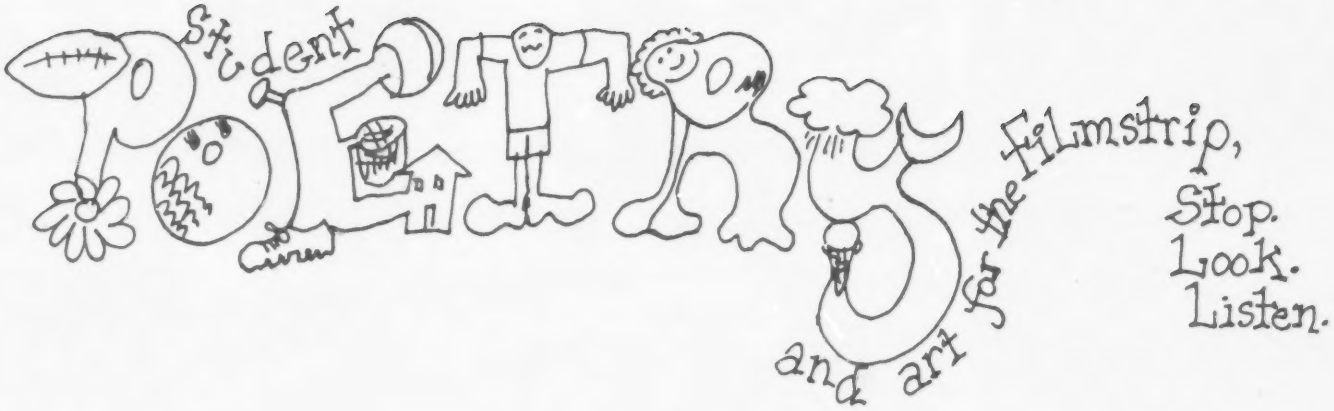
1. What's the best thing about being a girl? a boy?
2. What's the worst thing about being a girl? a boy?
3. What don't you like to hear about girls? about boys?
4. What are the limitations of typical roles for females? males?
5. What if you tried to move beyond the stereotypes?
6. What are your visions for the future for females? males?

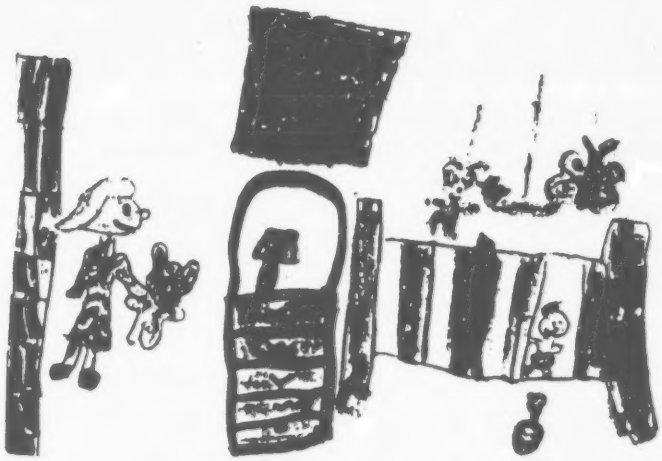
CATEGORIES

1. Female positive about female
2. Female negative about female
3. Male positive about female
4. Male negative about female
5. Either sex likes to change in female roles
6. Male positive about male
7. Male negative about male
8. Female positive about male
9. Female negative about male
10. Either sex likes to change about male roles

Your notes on Category _____

To what degree does the filmstrip reflect the stereotypes for females and males with which we grew up? To what degree do you think these views accurately reflect the views of youth you know? Cite examples.





In my room
there are football players
with trophies
farmers with gold

Eddie
West End Elementary
Georgetown, Texas

The worst thing about
being a boy is...

you have to propose to
who you want to marry
and across the threshold
you have to carry
your wife

fourth grader, Winn Elementary
Austin, Texas

in
the
kitchen
there
is
a
pot
of
gold
cooking

Merida
West End Elementary
Georgetown, Texas

Poetry, unless otherwise noted, was derived from workshops conducted by Susan Bright for the Together We Can project, Education Service Center, Region XIII; thanks to Beverly Truehardt of West End Elementary, Barbara Thomas of Winn Elementary, Linda Crockett of Porter Junior High, and Lillian Brown of McCallum for sharing their student writing classes with us.

I cannot run
it is not ladylike
I cannot wear jeans
they are not feminine
I cannot go out with boys
they are not human
I cannot cry
for I may lose my selfcontrol
I cannot fall in love
for I can't trust anyone
I cannot grow old
for I do not know how to grow up

Female student, McCallum High School
Austin, Texas

Hercules Strangling the Nemean Lion

II
the boxer, the construction worker and the man
in the army--they're all rugged rough characters.
Can any of them be a hair stylist?
or take care of a baby?
can th y do ballet dancing?
or wear a dress or type?
The answer is no,
they can only do rough rugged things.

III
some men look down on another man
for washing dishes and being a beautician
the ladies don't seem to mind if a man
does something feminine
If a woman tries to do something masculine
this bothers the men and they try to
put her down

I think the men have the toughest time
with the stereotype

David Collier, McCallum High School, Austin

I am forbidden the solitude of walking
into a place without
being swarmed with eyes
like bear to honey

I am forbidden the dignity
of being my own person
with only my mind to decide
whatever is to be

I sometimes feel I am to bow
down to a man before I am respected

Kathy Cummings, McCallum High School
Austin, Texas

Matildas	Maxwells
they	they
sit	throw
in	a
their	punch
little	as
circle	hard
rapping	as
about	they
what	can
counts	to
the	enrage
least	the
amount	frightful
	foe

Alvin Adams
McCallum High School
Austin, Texas

Macho, macho,
what a blight
who's going to feed
the baby tonight?

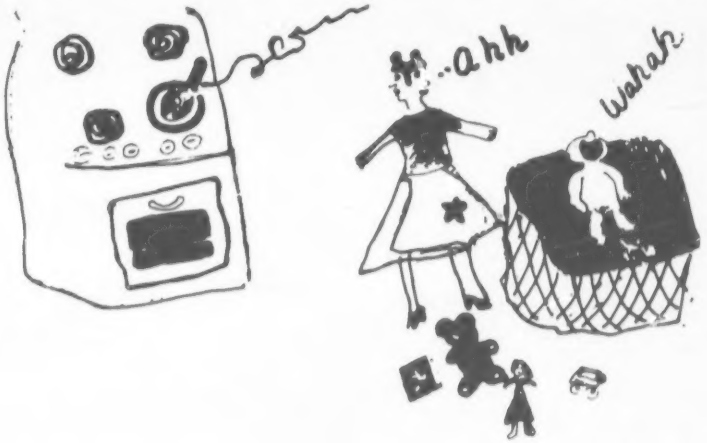
Keith Lawshae
McCallum High, Austin

Maxwell and Matilda

I'm Maxwell and I work an 8-hour day
I come home
with dirt all over my body
from digging ditches
and hard work like that;
don't get much rest
'cause when I get home
the old lady nags me
to fix this or that
later I sit and drink
a cold beer and relax

My name is Matilda
I work in the 5 and 10
I have two kids
One is a year and a half
and the other six months
my husband is a bricklayer for my father
he works all day and when he comes
home I have to have
supper on the table

Ronnie Martinez, McCallum High School, Austin



Maxwell

Maxwell is my name
I treat everything as
a game
women are only toys
and when I get bored
their sorrows bring
me joys
I rule the world
with my powerful gun
and demolish my blockades
one by one.

Matilda

My name is Matilda
I stay mostly to myself
for there are many breakables
upon my china shelf
Mother told me never reveal
my true wants and needs
for this is what man's beast
lives on as he feeds.

Carolyn Smith
McCallum High School
Austin, Texas

Matilda I	Matilda II	Matilda III
soft	through	now
curls	many	she
sweet	a	has
flowers	year	escaped
satin	she	his
lace	has	beautiful
exquisite	survived	chains
jewelry	with	thrown
soft	her	away
skin	beauty	silk
seem	which	and
quite	keeps	nothing
at	her	remains
home	alive	except
wherever	man	hard
she	has	core
goes	kept	
	her	now
the	by	no
perfect	his	better
lady	side	than
		man

Carolyn Smith, McCallum High School
Austin, Texas

What I want is world peace
but I live in a violent species
what I want is brotherhood but
prejudice is all around
what I want is to be accepted
but it's a snobbish world
but if I be myself
nothing can go wrong

Keith Lawshae
McCallum High School
Austin, Texas

what I would like to do is be myself
around strangers
but I'm too scared to open up

what I would like is to be successful
but I fall on my face every time I try

what I would like is to be someone
that everyone could admire
but all I ever seem to do
is give up the battle when I weaken

what I would like is to find
someone who could love me for what I am
but I'm afraid I can't ever find him

what I'll do is
get up every time I fall
learn to admire myself

and try to find myself before looking for him.

Ronnie Martinez, McCallum High School, Austin

Competition

What is competition?
to pit one's skill or might?
Must one be better than another?
Must one prove he's always right?
Nay, the sport is ruined
if the only concern is to win
A person can't just say he tried
He must always say he's better than...

Why should I prove I'm a better man
than the one she also admires?
Should I strive to make a false advance?
Should I purposely join the liars?
She knows what kind of person I am
And she knows all about "he"
So why should I throw myself to compete
And change what is really me?

David Crain, McCallum High School
Austin, Texas

The Planet of Funegan

The very bright things
make you very happy
and everyone is nice
they call it Funegan

Because it is fun!
Because it is fun!

Night comes once a week
because everyone is always playing
Ice cream plants are always growing

The most wonderful thing
is a machine
that gives them everything they need
green children live there
and they are all nice.

Eric Ashford
Winn Elementary
Georgetown, Texas

Pandora

The gods were appalled at man's
activities on earth.

Man was puerile and vile
deceitful and hateful
to one another

the gods resolved to create
some feature to distract men's minds
from these activities.

Thus the gods created woman.

Each god bestowed upon woman
a minute but noble gift
and sent her to earth.

When Pandora reached earth
she relinquished her gifts
for the betterment of all mankind.

Michele Carter
Porter Junior High
Austin, Texas

Pandora II

Since the Great War
Earth had yielded no fruit
Man had vanished for 8 million years.

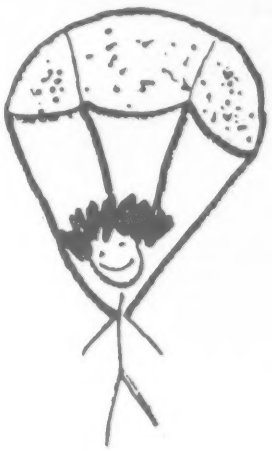
From Mount Deer of Wisdom
came a ball of curses.

Flash. Fire. Heat. Gas...Peace.
Figure skimming ground lightly
Pandora II
bringing good to mankind

banishing the wicked curses
to rest forever
tomorrow a new beginning
Earth's one last chance.

Mark Smith
Porter Junior High
Austin, Texas

Pandora II



One day
far
from
now,
a
lady
will
be set
upon
the
earth
to
change
it
from all evil.

Barbara Lambeth
Porter Junior High
Austin

Once upon a time there was a Fierce Giant. The Giant ate people. One day the Giant found a little baby. The baby was very small and thin. So the Giant decided to feed and fatten the baby before eating it.

Finally, after the baby grew bigger, the Giant decided it was ready to eat.

But, just as the Giant was sitting down getting ready to gobble the baby up, the baby looked up at the Giant and said, "Da,da."

Well, nobody had ever said "da,da" to the Giant before and the Giant liked it and began to care for the baby and take care of it.

And the Giant never ate people any more.

THE END

(Dictated to Carl Pickhardt by elementary age children from Central Texas at Young Authors Conference, spring, 1977.)

We have learned
that the past dies
with each step forward we take.
Sometimes we lie
dormant in the present
dwelling on what we are missing
and what has died,
when we should be
reaching out to what
is yet to be born.

Lois Douglas,
Scarborough, Maine
Daughters in High School,
An Anthology of Their Work,
Ed. Frieda Singer, Daughters
Inc., Vermont, 1974.

MODULE III: The School's Role in Change

FOLLOW-UP MATERIALS

INSTRUCTIONS

SELF-STUDY ACTIVITIES

1. Select at least one of the "Thinking It Over" exercises to do by yourself or with friends. If you care to share it with the group, bring your work back for the next session. If you prefer to keep it private, you have that option. But think about what you learned, what you liked or didn't like about doing the activity so that you can contribute to the discussion at the beginning of the next session.

2. Read the article most appropriate to you: "Recommendations for Eliminating Sex-Role Stereotyping in School Curriculum" (elementary) or "Suggested Activities for Teaching About Women in the Schools" (secondary). Consider which of the changes you can make in your curriculum.

THINKING IT OVER . . .

1. List/draw/symbolize the stereotyped roles you play/have played as a (woman/man). For each of those roles, write/symbolize some of the benefits you get from that role and some of the costs of that role to your individuality. Analyze: what needs are the roles meeting? After the needs are identified, erase the stereotyped roles from your mind. Imagine, stretch, create and describe how those same needs might be met with a new system. Describe/symbolize the new alternative.

2. List a whole string of adjectives that you would use to describe yourself. After you have finished the list, look it over to see if any of the descriptions of yourself seem to cause you problems with other people (e.g., stubborn woman). If they do, ask yourself if that same characteristic would cause a person of the opposite sex problems. If you think not, then begin looking at all the cues you get to erase that characteristic from your personality "because it is inappropriate for your sex." List quotes, ads, sayings, lessons, anything that comes to mind that have been used to "teach" that characteristic out of you.

3. If you have spent some time reviewing and reassessing your sex role, take some time to look back. Make a list of the gradual changes you have accumulated:

"I used to (do/think)..."
"Now I . . ."

4. Think of some roles you play because you are female/male that you don't like. Make a drawing or symbol of your "Prisoner's Role." After completing the drawing, try to think what you would be like without that role. Make a drawing of your "Freedom's Role." Be sure to include the complex elements of freedom.

RECOMMENDATIONS FOR ELIMINATING SEX-ROLE STEREOTYPING IN SCHOOL CURRICULUM

Reprinted from Nonsexist Curricular Materials for Elementary Schools, pp. 21-23. Copyright 1974 by Laurie Olsen. The Feminist Press, Box 334, Old Westbury, N.Y. 11568.

These guidelines have been written so that we may consciously design our curriculum to encourage the development of the full potential of both male and female. Our curriculum must avoid episodes and characterizations in which the sex of an individual is the determinant of his or her personality traits. We must provide role models of both males and females exhibiting a whole range of behavioral and affective possibilities. We must attempt in all cases to present a picture as close as possible to reality.

In every society, social roles are assigned to individuals on the basis of sex. Individuals are generally expected to engage in certain kinds of behavior and to refrain from other, to possess certain skills and aptitudes, and to exhibit emotional characteristics according to whether they are male or female. Specific sex-role behaviors differ greatly from culture to culture, and what may be "male" behavior in one culture may be considered "female" behavior in another. Research indicates that children in all cultures learn at a very early age what behavior is expected of them in terms of sex, and can identify toys, occupations, colors, and clothes as "male" and "female."

Our world is one of rapid change. Today, the stereotypes and the code of expected sex role behavior commonly presented in school textbooks is no longer consistent with reality. The perpetuation of traditional stereotypes through school materials can have a damaging and inhibiting effect on the development of the full potential of both boys and girls.

Education includes not only the acquisition of skills and knowledge, but also the development of a sense of self. It is important that each student come to an understanding of his or her full worth as an individual in an atmosphere free from bias, an atmosphere which does not classify without regard to individual preference and aptitude, which does not assume restrictions without providing opportunities. Those involved in the development of educational materials are undoubtedly key figures in the shaping of the aspirations of the young. The textbooks used throughout the country define much of what will and what will not be taught in the classroom. In addition, children look to them as a major source of information about the world.

For these reasons, we feel it is important that curriculum eliminate what sex-role stereotyping does exist. To this end, we offer the following guidelines.

WRITING

If you are directing a project, watch to see that there is a balance in the number of "boy" stories and "girl" stories, and try to construct your anthologies or projects to reflect as nearly as possible a 50/50 ratio of boys to girls.

Portrayal of Girls

The Problem

In curriculum materials, girls are generally portrayed as passive individuals who are dependent on the male figures in their lives. They are generally seen as neat, domestic, and well-behaved individuals who are fairly incompetent when it comes to any type of activity outside of domestic household chores and child care. They are also generally unable to undertake tasks which require physical strength or endurance. Most school materials indicate that a girl's main goal in life is to become a wife and mother. Any career aspirations which happen to be part of a girl character's make-up tend to be for careers which will not conflict with the role of wife and mother.

Suggested Guidelines

To correct this problem, try the following:

- Show girls achieving academically and being rewarded for such achievements.
- Portray girls as mischief-makers every once in a while.
- Portray girls as decision-makers.
- Show that girls do have determination, guts, and a willingness to stand up for what they believe is right.
- Show girls participating in outdoor activities which require physical coordination and some strength, such as camping and athletics.
- Have girls doing adventurous and exciting activities.
- Portray girls cooperating with other girls in various adventures or creative situations. Avoid the stereotyped situations in which girls are seen doing silly things, or competing with each other for male attention.
- Show that girls who are smart, academically inclined, or leaders can still be popular among their peers, both male and female.
- Show girls working toward a wide variety of career goals. Portray girls who are interested in science, electronics, computers, law, politics, economics, or business, as well as girls who want to become homemakers, models, teachers, beauticians, nurses, or entertainers.

Portrayal of Boys

The Problem

According to most schoolbooks, boys are brave adventurers, problem-solvers, mischief-makers, and seldom show emotion. There is nothing wrong with portraying boys as daring and adventurous, but an attempt at a realistic balance should be made. In real life, boys are often frightened, do display emotions, and generally function in non-adventurous situations.

Suggested Guidelines

To achieve a realistic balance, try the following:

- Show boys having fun indoors doing quiet activities (or outdoors doing non-athletic or not particularly adventurous activities). For example, boys learn to play musical instruments, cook, paint, read, and study.
- Show that boys can experience a whole range of emotions. They can be frightened or upset, can feel like crying, and can, sometimes, even cry. Show that the ability to honestly display emotion, or to face deep feelings, is a good trait.
- Show that boys can be helpful to other beings besides girls and mothers. Portray boys helping other boys, their fathers, pets, and other adults in their lives.
- Show boys who are quiet, gentle, sensitive, and sometimes passive.
- Show that boys can be self-sufficient. Boys can make their own lunches, repair clothing they have torn, or clean up after they have made a mess.
- Show that boys can be perplexed about the solutions to problems, and can seek answers from girls.
- Show some boys as well behaved, and have them rewarded for their good behavior. In doing this, use realistic boy models. Some boys really are concerned with cleanliness, grooming, being polite, living up to their responsibilities, trying not to hurt people's feelings, and allowing others to be leaders.

Portrayal of Boys and Girls in Mixed Situations

The Problem

When boys and girls are shown working or playing together in textbooks, the boys are generally portrayed as the leaders of the group, or as the oldest, most knowledgeable, most dependable, or most innovative members of the group.

Suggested Guidelines

To achieve a more realistic balance, try the following:

- As you show girls and boys actively involved in an activity, have the girls participating in decision-making on an equal par with boys.
- Have girls as well as boys coming up with problem solutions, and have the female problem solvers recognized for their good ideas by the other boys and girls in the group.
- Show that it's all right for a boy to be helped by a girl, and that this does not necessarily make the boy any less of a person or any less of a "man."
- When presenting boys and girls interacting, avoid having the children doing activities generally connected to one or the other sexes. For example, avoid having the girls cleaning up a

mess created by boys who have just moved furniture.

- Eliminate scenes in which boys and girls toss sarcastic, flip, or derogatory comments at each other because of their sex, unless such scenes are central to a conflict situation which is resolved. Comments like "You're just a girl," "You're pretty smart for a girl," and "Ick! Dolls!" or "Boys are always a lot of trouble," "Boys will be boys," "You're just a boy. You wouldn't understand," or "Ick! Baseball!" lead to unfortunate and unrealistic stereotyping.

Portrayal of Mother and Adult Women

The Problem

Mothers are generally portrayed doing household chores or caring for children. For the most part, they are seen in textbooks cleaning, cooking or serving meals. Yet, mothers usually have many interests outside the home. They enjoy reading, working at hobbies, gardening, being active in civic affairs, playing instruments. They balance checkbooks, drive cars, fix things around the house. They are involved in hundreds of things at which schoolbooks never hint.

Further, mothers make important decisions in the home. Yet, fathers are generally shown making all important decisions independently.

Many adult women — including four out of ten mothers — hold jobs. They work in a wide range of occupations. Yet, when women are shown working, they are seen in a limited number of occupations. They are generally portrayed as teachers, nurses, or secretaries. Rarely, if ever, are they portrayed as bus drivers, lawyers, doctors, chemists, or in the large variety of occupations at which they actually work.

Suggested Guidelines

To achieve a more realistic portrayal, try the following:

- When they are shown in the home, have mothers doing things other than housework.
- Avoid having mothers fall apart in crisis situations and needing a man to rescue them.
- Show women as decision-makers, both in the home and in occupational situations.
- Show mothers playing with, enjoying, helping, and showing things to their children — not just feeding and cleaning up after them.
- Portray mothers who work outside the home — in both volunteer and paid positions.
- Portray women in the full variety of occupations in which they work. Show women doctors, engineers, police officers and biologists, as well as women secretaries, teachers, and nurses.

Portrayal of Fathers and Adult Men

The Problem

In textbooks, fathers are for the most part portrayed as highly competent, dependable, tall, and strong. In the family, they are usually seen as breadwinners and decision-makers. They generally seem to be the parent who does the fun things with the children, taking them on trips, helping them solve problems, and buying them treats. Fathers are rarely seen helping around the home, except as "fix-it" men or gardeners. Adult men in general are rarely seen showing any emotion. More balance should be brought into this portrayal.

Suggested Guidelines

To achieve a more realistic portrayal, try the following:

- Show fathers involved in domestic chores. Fathers do dishes, put children to bed, clean, discipline children, and help set tables.
- Show that fathers can be self-sufficient when it comes to running a household, cooking, cleaning, and mending clothes.
- Show fathers supporting the female members of the family in their efforts to accomplish things for themselves, such as seeking careers, creating things, or studying to improve their work or themselves.
- Show that fathers and adult men do show emotion and do have feelings. Fathers get angry with their children, get mushy, and hug their children with joy. Adult men sometimes show disappointment.
- Show fathers sharing in decision-making with their families.

Language and Use of Words

The Problem

The use of language can reflect inadvertently an attitude which you are actually seeking to avoid. A conscious effort should be made to avoid word usages which reflect badly on children of either sex.

Suggested Guidelines

The following are only a few suggestions:

- Avoid phrases like "pioneers and their wives" (the term "pioneers" refers to women as well as men) or "a man and his wife" (use instead "a husband and wife" or "a man and woman").
- Avoid having your characters use words like "sissy," "tomboy," and "momma's boy" which place negative connotations on behavior because of its unsuitability to the stereotypical sex role.

Art and Illustrations

The Problem

The illustrations in our textbooks and school materials provide visual statements on what the world is like. Taken as a whole, these statements are largely inaccurate. Generally, girls are shown in dresses and neat attire even when involved in activities where this might be highly impractical. Mothers are usually portrayed in dresses, high heels, and aprons. Boys are consistently drawn taller than girls, and single standard for "normal" physical appearance for both boys and girls is maintained. Boys are generally portrayed as active, moving, and are usually placed in the foreground, while girls are generally quiet and on the sidelines. Adult men are generally portrayed as tall, strong, and good-looking. Finally, 40% of our work force is female; this is not reflected pictorially in schoolbooks when the opportunity is present.

Suggested Guidelines

To correct this problem, try the following:

- As a general rule, have people wearing clothing appropriate to the activity in which they are involved. Show girls in casual play clothes when they are playing on a slide, or in a sandbox. When mothers are cleaning house, have them dressed in casual dresses or slacks; avoid having a mother cleaning the house while she is wearing high heels.
- When portraying a group of children of the same age, make sure that they are different heights. Have some girls who are taller than the boys.
- Allow boys to be portrayed in quiet, passive postures.
- Avoid having girls alone watching the action from the sidelines.
- Have a smattering of both girls and boys in glasses, with freckles, with lost teeth or with braces. Do not use a single standard of physical appearance; use reality as your guide.
- Avoid linking colors with sex. Both boys and girls should be portrayed in bold colors, as well as in pastels.
- Portray women in a variety of vocations. Women can be bank tellers, managers, secretaries, nurses, doctors, police officers, lab technicians, bus drivers, etc.
- Give men and women a variety of physical appearances. Many men are tall, strong, and handsome, but others are short, fat, and have bald spots. Some women are fair-featured and slender, others are not.

SUGGESTED ACTIVITIES FOR TEACHING ABOUT WOMEN IN THE SCHOOLS

From: American Federation of Teachers, Women's Rights Committee. Reprinted with permission.

by Marjorie Stern

HIGH SCHOOL AND JUNIOR HIGH SCHOOL

English or Language Arts:

1. Have students examine the media, such as TV, advertisements, magazine and newspaper articles, for stereotypes of both women and men; have reports on these examples made in class and discuss.

2. a. Ask students to list as many famous men as they can in five minutes. Then ask them to list as many famous women as they can in five minutes. Compare and contrast results.

   b. Provide students with biographies, autobiographies, newspapers, magazines, the *Handbook on Women Workers* and fact sheets or pamphlets from the Women's Bureau (or a listing of titles) which deal with women. Have them report on the lives and/or occupations of women. Don't forget to include biographies of women labor leaders.

3. Have students write a short essay built around the fragment, "Being a (woman/man), I..." Then have them switch roles assuming the viewpoint of the opposite sex. Discuss.

   — or —

   Have students write an essay answering the question, "Who Am I?" Review for self-conceived sexual stereotypes.

4. Have students interview parents, relatives or friends and write a biographical account based on these interviews. Examine biographies in class for sex-role stereotyping.

5. Examine word forms and semantics for sexism in the English language.

Social Studies:

1. View a film or filmstrip depicting masculine and feminine roles and have students develop stimulus questions for class discussion.

2. Invite working women from various fields to participate in a panel discussion and question and answer period in class. These women should represent both blue and white collar jobs and minority women should be included.

3. An alternative or supplement to the above activity would be to have students research different careers (send for career opportunities pamphlets from the Women's Bureau) and impersonate on a panel a member of the profession they have researched. The class could be divided into groups for small group discussion.

4. Have students develop an attitude survey related to working women and mothers, marriage, sex roles, child care services, etc. Distribute these to men and women of all ages and in diverse walks of life and publish results in the school newspaper.

5. a. Arrange field trips to businesses, medical centers and hospitals, professional offices, factories, homes and other work places to study traditional and non-traditional roles of women and men.

   b. Interview women and men on roles, job satisfaction, salaries, benefits, working conditions, etc.

6. Using a women's liberation calendar as a source, note a significant historical women's event on the board each day.

Science:

1. Solicit reasons why students a)take and b) either like or dislike science courses. Examine male and female responses for evidence of effects of sex-role stereotyping.

2. Compare the male and female registration in required science courses to that in those which

are not required, such as chemistry and physics. Discuss possible reasons for differences.

3. Examine science textbooks for treatment of women in science. Compare number of men mentioned to number of women. Have students consult outside books, scientific journals, professional magazines for contributions of women to science.

Mathematics:

1. Apply suggested activities nos. 1 and 2 under science to mathematics.

2. Examine word problems for sexist references: boy having to help girl, examples of working people usually denoted as male, females using math exclusively in domestic chores such as cooking and shopping, etc.

Art:

1. Supply class with old magazines and newspapers. Have students divide into groups and make collages depicting both traditional and non-traditional roles of women and men. You could also assign at least one artistic student to each group to allow for the group's own creativity.

2. Use an overhead projector to show selections from the booklet, "Love Is" or, if available, the newspaper cartoons, "Love Is." Have students draw their own version, reversing the roles.

3. Examine and discuss the portrayal of women in art.

4. Have students report on the lives of women artists, major influences in their lives and the subjects and style of their art.

Music:

1. Have students listen to old and contemporary songs; provide written words if possible. Have students make contrasts, e.g.,as between "There Is Nothing Like a Dame" and "I Am Woman."

2. Have students research the lives of successful women musicians.

3. After students have studied the lives of famous composers,discuss why social life is not organized to encourage women to compose.

4. If possible. invite women majoring in vocal or instrumental music and/or their instructors from a nearby college or university to participate on a panel in class.

Industrial Arts and Home Economics:

1. Have students prepare a breakdown of industrial arts/home economics classes according to male/female members. Discuss the probable reasons for this breakdown and their validity.

2. Have students prepare a questionnaire for the student body and faculty designed to analyze their ideas of what an industrial arts or home economics course is, who it is for and what it should help one do. Results should be tabulated and published in the school newspaper. Industrial arts and home economics students could discuss their views on answers to these questions and publish a report of their own along with the results of their survey.

3. Students could sponsor an "Industrial Arts Week" or "Home Economics Week" and invite students not taking the course to sign up to visit classes during their study halls. Each student could act as a guide or instructor in informing another student about the equipment and activities in an industrial arts or home economics course. It should be stressed that girls particularly are encouraged to attend industrial arts classes and boys particularly to attend home economics classes.

4. Have male and female students devise a curriculum called "A DESIGN FOR ADULT LIVING" to replace segregated industrial arts and home economics courses.

Physical Education and Health:

1. Obtain a copy of the school and/or district budget. Have students analyze the budget to determine how much money is allocated for:

   a) girls' sports as opposed to boys' sports;

b) equipment and clothing for girls' athletic programs as opposed to boys' athletic programs;

c) athletic field trips within and outside the district (Are they to be used primarily for males or females?)

d) salaries paid to female teachers for the coordination of extra-curricular activities as opposed to those paid male teachers.

2. Have students compare and contrast facilities used in the physical education program (both within the curriculum and in extra-curricular activities) to determine how many are available to both males and females and how many are available to only one sex. Also make a study of how much time each sex is given the use of these facilities. For example, are males given more time for use of the pool, the football, baseball and hockey fields, etc.?

Vocational Guidance:

1. Organize an "Occupational Fair" at which men and women in non-traditional roles inform students of opportunities in various careers.

ELEMENTARY SCHOOL

1. Ask students what they want to be or do when they grow up. Discuss difference between girls' and boys' responses.

2. Make a bulletin board from magazine or newspaper pictures or from pictures drawn by students or yourself showing people in non-traditional roles, such as a female doctor or scientist, a male nurse, a woman driving a tractor, a male airline steward, a female politician, a policewoman, etc.

3. Invite men and women in non-traditional roles to speak to the class. Students themselves may be able to make recommendations.

4. Have students discuss and/or record the differences in activities of boys and girls in the classroom and during recess. Have them try reversing and mixing roles.

5. Pictures of both animals and people in textbooks and reading materials should be examined for sexist portrayal of males and females. After discussion, students could write letters to publishers protesting discriminatory treatment.

6. The content of textbooks and reading materials should be reviewed for role stereotyping, such as mothers always being in the home looking after children, fathers being the only working member of the family, males being brighter, more aggressive and athletic than females, etc.

7. The teacher could ask students to observe his/her gestures, speech tone and handling of the class for differences they perceive in the teacher's treatment of boys and girls. The class would then discuss their findings.

District - wide:

. Have your teacher organization and school board sponsor an in-service training course on analysis of textbooks, curriculum, and language used by teachers which perpetuate sex-role stereotypes.

MODULE IV:
What We Can Do

WORKSHOP MATERIALS

EXPECTATIONS

Use these discussion questions to analyze each of the vignettes in the film.

1. What was the problem in this scene?
2. What were the assumptions that caused the problem?
3. How does this relate to sex-role socialization?

Classroom	**Business Man**
Park	**Store**
Mother - Daughters	**Bus**
Doctors	

Changing Norms: What do they want? What do I do?

The crunch: _____

I	G	G	I
Why I do it	Why it doesn't work	Alternative behaviors	Things I might try

The crunch: _____

I	G	G	I
Why I do it	Why it doesn't work	Alternative behaviors	Things I might try

On Your Own:

FOLLOW-UP ACTIVITIES

This section of the manual provides resources for you to use as follow-up to the workshop sessions. It is a smorgasborg — with offerings to stimulate your own thoughts, and ideas to use with students in increasing their awareness. It is a beginning . . .

INSTRUCTIONS

ACTIVITIES FOR YOUR OWN INFORMATION

1. Check in with yourself. How have your own attitudes about and expectations of boys and girls changed? Using the **form** "Attitudes Toward Boys/Girls: Then and Now", check your own evolution. You might have a friend do it with you and discuss similarities and differences you find.

2. Check out your total environment — the school in which you work. The **form** "Evaluating Sexism in Your School" will help you get the "bigger picture" and help you pinpoint areas that need addressing in order to provide a more equal education for all students. Even if you can't answer all of the questions, they will give you an idea of the areas that need to be considered.

ACTIVITIES TO USE WITH STUDENTS

NOTE: When working with students, it will be important to first clarify what stereotyping is, so that they will be clear about the distinction between stereotyping and reality. Many of the exercises begin by having students identify the stereotypes — and if the exercise is not carried through to analysis and evaluation, the stereotypes might simply be reinforced.

1. Media Analysis

A. Ask students to analyze one of their favorite TV programs using the **TV analysis sheet,** and to report back the next day in class. Group everyone who watched the same program together and ask for a group report on the program, including a decision on whether the program portrayed females and males positively and attractively or negatively and in an unattractive manner.

B. Have the whole class choose one program, but let the males choose male characters to analyze and females choose female characters. The next day, group them by characters they analyzed and ask them to evaluate the portrayal of their character. Ask: What messages are conveyed about females and males by the characters on the program? How do they feel about the characters — do they want to be like them now? as adults?

C. Alternative: Have everyone watch the same program and have a general discussion to raise the level of awareness and demonstrate analysis techniques. Then break into groups of four and ask students to choose among the categories on the TV analysis sheet: reruns, current programs, commercials, news programs. Assign then to watch their category. Have the groups compile summaries of their findings at the next class session. After each group has reported out, the general discussion may revolve around methods of response — including letters of praise to networks or documented criticism, as warranted; teach-ins to other students; or articles in the school paper.

D. Junior high and high school students with good reading levels may also analyze newspapers, using the **newspaper analysis sheet.** Working in groups of 4 - 5, each person chooses a different category to analyze; if there is more than one newspaper in town, they may divide into as many groups as there are newspapers, and deliver an evaluation of each newspaper to the class.

2. Gender Commandments

Pass out blue paper cards to boys and pink cards to girls (about 5 each). Ask them to write on the cards the things people tell them they must or should do because they are boys (or girls) and the things they shouldn't or can't do because they are girls (or boys). They are to write one saying or "commandment" per card. After 10 minutes, ask a girl to collect all the pink cards and a boy to collect all the blue cards. Ask the boys to stand in the center of an open space; divide the pink cards among the girls. Explain to the girls that they will take turns reading one card at a time, going around the circle. The second round two at a time will read a message; then several will read simultaneously and increase the speed for the next few minutes.

Explain to the boys that they are going to get a chance to experience what it feels like to be a girl by hearing all the things girls are told they must or must not do. After the girls encircle the boys and read the messages to them, ask the boys to write on a large sheet of butcher paper how they feel about themselves after hearing those messages. Then repeat the process, giving blue cards to the boys and having them read them to the girls. The girls will then write their feelings about themselves after listening to the messages, on the boys' side of the mural. Ask all the students to say which things they want to hear as boys and as girls, and which things they would like never to hear again. Ask if they would like for some things to be said to both boys and girls, instead of just one sex.

3. Text Analysis

ELEMENTARY CLASSROOM:

Divide children into groups of threes or fours. Give each group a **textbook analysis sheet.** Demonstrate to them how to analyze a text (using illustrations only) by doing character counts, describing dress, identifying actions and emotions. Each group should have a different textbook in adoption. Ask them to write the results of their analysis on the worksheet. After 15 or so minutes, ask for a reporter from each group to report out their findings, which you then record on a master worksheet (newsprint, butcher paper or blackboard) large enough for everyone to see. As each group finishes reporting out, ask them to decide whether the book they have analyzed is true to life in each of the four categories studied; i.e., are there equal numbers of females and males? Do girls and boys/men and women really dress as portrayed? Act only as portrayed? Feel only as portrayed? If they decide the books are not true to life, does it bother them? Reasons?

SECONDARY CLASSROOM:

Divide students into groups of threes or fours. Ask them to analyze a current textbook — preferably one they are using in the course. Distribute to each group the **textbook analysis sheet** provided. Have each group analyze a different chapter.

At the end of 15 minutes, ask for a summary report from each group and for a decision on whether or not the chapter is reflective of reality in the numbers of males and females portrayed and in the manner in which they are portrayed. Ask what messages they think females and males receive about themselves from reading the material, and whether those are positive, helpful messages or negative, limiting messages. Ask for suggestions on ways to react to the texts. Some possibilities include:

- commendatory letters to the textbook publishers judged as non-sexist;
- letters to publishers, with copies to local textbook adoption committees, stating and documenting the bias;
- compiling a report on the results of the analysis to be given to other students reading the same texts;
- lists of ways to supplement the texts or use them as a consciousness-raising material.

Don't feed the students these ideas unless they are stuck.

4. Recollections

Ask students to pair off. Instruct them to take turns closing their eyes and telling their partner about a time when someone said to them either that they *could* do something untraditional for their sex or that they *couldn't* do something *because* of their sex. An example may be a girl remembering when she was told she couldn't grow up to be a pilot or a cross-country runner because she is a girl; or a boy being told he couldn't learn to sew because that is for girls. A positive example is someone telling them they can do those things, or anything they want to. Don't give examples unless they seem to be stuck or veering off in the wrong direction. The person who is listening should write down what the other person wanted to do and whether they were encouraged to do it or discouraged from doing it. They should also note whether the person doing the encouraging or discouraging was female or male. Allow 3 minutes for each partner to tell their story and for it to be recorded. After six minutes, ask each pair to find another pair. In their group they are to discuss the situations and decide what the student might have done in response to the discouraging person. Instruct them to report out after 10 minutes. Encourage the class to respond with comments or questions after each group has reported the situations.

5. Can of Worms

Pass out blank blue worms to male students, blank pink worms to female students, 2 each. Ask them to write on the worms some problem situations they have encountered because they are boys or because they are girls (for instance, someone saying to a girl that she can't take shop because she's a girl, or someone telling a boy only sissies and girls cook). Ask each student to write at least one. Then collect all the pink worms in one coffee can and all the blue in the other. Divide students into groups of four and ask each to draw 2 pink and 2 blue worms and to think of strategies for countering each problem situation — what could they say or do to counter the situation?

Have the groups report the problems they worked on and their responses or solution(s). Encourage class discussion on the solutions.

6. Ideal Self/Barriers

Distribute colored markers and paper for each student. Ask them to close their eyes for a few minutes and imagine what they would be like if they could be and do *anything they wanted*, without worrying about what other people think about it. Then ask them to take 15 minutes and draw their ideal self, using symbols, pictures, or even words, if they have to, to convey what that person is like and what they will do. Then they should close their eyes again and think of all the barriers, the limits in their own minds that keep them from reaching their ideal — the reasons they tell themselves, "I can't be that because..." (for instance, "I can't be a doctor because girls aren't good in math or science"; or "I can't work with small children in a nursery school when I grow up because men aren't supposed to have much to do with children, and people will think I am weird"). Ask them to add those barriers to their portrait, symbolizing or drawing them, or using words, if necessary.

Ask them to get into mixed sex groups of fours and explain their self-portrait to the others. Give them 15 minutes to discuss. After 15 minutes ask the whole class what they learned from the exercise: about themselves; about other members of their sex; and about members of the other sex.

7. Body Language

Divide the students into groups of four. Have each group identify a stereotypical movement or pose or body language attributed to either men or women (boys or girls) and choose one or more persons to act out that behavior or pose for the other groups. Each group in turn acts out its pose or movement, without speaking; the others are to "label" the movements. Then, as a large group, they discuss what message each movement conveys. You may need to point out that the message which a person receives is not necessarily the message which the sender intended to convey.

8. House Of Treasures

Divide students into groups of 4-6, all boys or all girls in each group. Give each group a sheet of newsprint or butcher paper, with the outline of a house drawn on it. It should be labeled "House of Treasures." Instruct the students to fill the house with things they consider to be treasures — people, animals, things, places, TV shows, things people say to them, etc. They can draw the treasures or, if they can't be drawn, describe them in writing. Allow 15 minutes. Then have students trade houses — with boys taking girls, houses and vice-versa. Ask students to write on individual sheets of paper at least two things from the borrowed House of Treasures that they would *not* consider treasures (and reasons why) and two things that they *would* consider treasures (and reasons why). Then let them retrieve their original house, and add to it anything they would like to from the borrowed house. After the exercise, encourage discussion about how girls' and boys' treasures are alike and how they are different.

9. Fantasy Planet

Distribute sheets of paper with circles drawn on them and ask students to create another planet. Ask them to create the geography, dwellings, and creatures that live on their imaginary planet, using crayons, markers, colored paper or plastic pieces. (You might read from *The Little Prince* as a stimulus, showing the different planets he visits and describes). Allow 15-25 minutes for the fantasy drawings. Then ask each student to name their planet (by stringing together a bunch of letters, like XLBPOOBY, or FUNEGAN) and write a poem about it. Each line of the poem should have 3-4 words and describe the things they drew and describe what life is like on the planet. Next have them pretend that they visit

earth. They are to write a letter back to their home (fantasy) planet, describing the two kinds of human beings on earth: what they look like, what each kind does, how they dress, what their work is, what they do for fun, the machines they use, how they treat each other.

10. Divide students into groups of 4-6. Give each group a sheet of newsprint and have them make and fill in the following grid:

	Expected to	Allowed to	Not Allowed to
Males			
Females			

Allow 15-20 minutes. Then ask each group to report their results. Record the information on a master grid. Analyze the results.

11. **Maxwell and Matilda**

Divide the students into groups of 2-4, all girls or all boys in each group. Instruct each group to "think of a pose" illustrating "boys being boys" or "girls being girls" (stereotypically). Allow 2 minutes to prepare. Have each group in turn "strike their pose" while the other students who are watching quickly write a poem capturing the action. Each line in the poem should have one word and there should be about 15 lines. Poems about boys will begin with Maxwell. Poems about girls will begin with Matilda. Allow one minute per poem.

Next, have each student write a Maxwell poem and a Matilda poem, speaking as if they were the stereotypical characters. This poem should have 3-5 words per line, with no more than 6 lines. Examples:

Matilda

I love housekeeping
and frilly dresses
and I worry a lot about
my hair and my weight
and I wish I looked like
the lady on the Vogue cover

Maxwell

Someday soon I'll get
a raise and a promotion
and buy a Corvette and
my team will win the
league title and my son
will follow in my footsteps.

12. **Changing Norms**

Divide students into small, same-sex groups. Ask each group to generate a list of situations involving the opposite sex, that they either don't like, or are unsure about how others view it. For example: should the boy pay for all the entertainment on a date? Can a girl ask a boy to go out? If so, does she pay? Should a boy open a door for a girl? Let her leave the elevator first? If the group determines that they don't like an existing pattern, instruct them to brainstorm alternatives. Allow 15-20 minutes. Then ask each group to report out their lists. Record the problems and proposed solutions for all to see. Then ask the boys' groups to consider the girls' list of problems and alternatives, and vice-versa. Each should evaluate the problems and solutions proposed by the other, and report back.

13. **Futuring**

Have students divide into mixed-sex groups. Ask them to project into the future, envisioning adult relationships. Have them predict what they believe will be new patterns for male/female adult relationships re: work, domestic and child care relationships, etc. They are to visualize *ideal* patterns, trying to reach consensus within the group. Have them symbolize their vision of future adult relationships, using markers/crayons and large sheets of paper. Tape the visions to the wall and allow time to study and discuss them.

14. **Problem-Solving for a Non-Sexist School**

Follow-up for use with students.

Ask the students to divide into groups of four and brainstorm all the places in the school setting where sex-role stereotypes are found. Give them 7 minutes. Have them record their ideas. After 7 minutes, ask them to report out. After all groups have reported out, categorize the problems into a list of 4-6 categories (eg.,

extracurricular activities, teacher attitudes, student attitudes, materials, etc.) Have them sign up to work in a problem solving group on one of the areas. Give each group 20 minutes to problem-solve, urging that they generate constructive, non-hostile solutions. Allow 15 minutes for reporting out and discussion. If there is sufficient interest perhaps continuing task forces could be formed to work on specific problem areas.

ATTITUDES TOWARD BOYS/GIRLS: THEN AND NOW

	When I grew up adults I knew held these attitudes		*I feel this way now*	
	Yes	*No*	*Yes*	*No*
Boys of any age are physically stronger than girls.				
Girls who are competitive are to be discouraged, since this will cause problems for them later.				
Girls who are athletic should be discouraged, since this will hurt their chances with boys.				
Boys who pay a lot of attention to fashion are to be pitied.				
It builds the correct gender identity to separate boys from girls for many activities.				
Boys should do all physical tasks (yard work, carrying).				
Boys who are athletic are to be encouraged.				
Girls who don't pay much attention to fashion are to be pitied.				
Girls should do only light housekeeping and clerical kinds of tasks.				
Boys who have long hair are exhibiting feminine qualities.				
Boys who are not competitive are to be encouraged to change.				
Girls who wear slacks and jeans predominantly are exhibiting masculine qualities.				
Boys should not hit girls no matter what.				
Girls interested in mechanics and building careers should be discouraged.				
Girls should not use rough or vulgar language.				
Parents and school staff should encourage boys and girls to identify with traditional masculine and feminine role models.				
Girls are not as good as boys in math and science.				

	When I grew up adults I knew held these attitudes		*I feel this way now*	
	Yes	*No*	*Yes*	*No*
Boys who are interested in working with babies or children are misdirected.				
It is more important for a boy to get a college education than a girl if a choice must be made.				
Discipline of girls should be non-physical and more lenient than discipline for boys.				
Girls tend to be gossipy and nosy.				
Boys are more logical than girls.				
Boys should protect girls.				
Girls are more likely to try to divert a boy's mind from his goals than boys are to divert a girl from her ambitions.				
Boys are naturally more independent than girls.				
Girls have better handwriting than boys.				
Girls have more trouble making up their minds than boys.				
If you have to make a choice, boys should be given more physical education opportunities than girls.				
Girls should learn to cook, sew, and type.				
Girls should be more cautious than boys, since they are not able to defend themselves.				
Discipline of boys should be strict and physical.				
Boys tend to be curious and forthright.				
Girls should have less freedom than boys since they need protection.				
Girls are more emotional than boys.				
Girls are naturally more dependent than boys.				
Girls have better verbal skills than boys.				

	When I grew up adults I knew held these attitudes		*I feel this way now*	
	Yes	*No*	*Yes*	*No*
Boys do not need to learn to cook, sew, and type.				
Boys should know how to fix things and how to fight.				
Girls are more social than boys.				
Girls do not need to know how to fix things and how to fight.				
Boys interested in theater or dance are probably not true males.				
Boys should know how and when to use rough and vulgar language. (May use rough language in certain situations.)				

EVALUATING SEXISM IN YOUR SCHOOL

AN OUTLINE FOR A STUDY OF SEX-ROLE STEREOTYPES IN SCHOOLS

Prepared by Shirley McCune and Margaret Jones
Resource Center on Sex Roles in Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

I. Census of the School Population

Board of Education

How many members are men? _____
How many members are women? _____
How many officers are men? _____
How many officers are women? _____

Superintendent's Office

How many personnel are women? _____
How many personnel are men? _____
How many non-administrators are women? _____
How many non-administrators are men? _____

Schools

How many teachers are women? _____
How many teachers are men? _____
How many administrators are women? _____
How many administrators are men? _____
How many supervisory personnel are women? _____
How many supervisory personnel are men? _____
How many non-teaching* staff are women? _____
How many non-teaching* staff are men? _____

Are the statistics compiled satisfactory to you? Yes _____ No _____

What specific actions are needed to meet your perception of needs?

What, if any, actions are being taken?

II. Curriculum

1. Are playground groups sex-segregated? Yes _____ No _____
   —By regulation
   —By choice

2. Are elementary school classroom groups or activities sex-segregated?
   —Reading groups? Yes _____ No _____
   —Interest groups? Yes _____ No _____
   —Math groups? Yes _____ No _____
   —Physical education? Yes _____ No _____
   By regulation? Yes _____ No _____
   Other reasons? Yes _____ No _____

3. Are high school courses segregated?
   —Home economics? Yes _____ No _____
   —Business? Yes _____ No _____

*Non-teaching — secretaries, clerks, teacher aides, maintenance staff.

—Industrial arts? Yes ____ No ____
—Physical education? Yes ____ No ____
By regulation? Yes ____ No ____
Is encouragement provided for students to exercise their personal choice? Yes ____ No ____

4. Are competitive sports for girls available? Yes ____ No ____

   Are girls encouraged to participate? Yes ____ No ____

5. Are the arts such as drama, music and dance activities offered?
   —For boys Yes ____ No ____
   —For girls Yes ____ No ____

6. What arts and crafts activities are offered?
   —For boys _____
   —For girls _____

7. Has a study been made of the degree to which instructional materials perpetuate sex-role stereotypes? Yes ____ No ____

8. Do social science and history courses include the contributions and roles of women in society? Yes ____ No ____

9. Do literature courses include women writers? Yes ____ No ____

10. Are health and sex education included in the curriculum? Yes ____ No ____
    —Are topics such as birth control, venereal disease and abortion included in the content? Yes ____ No ____
    —Is the human reproductive system included in science courses? Yes ____ No ____
    —At what grade level?

11. Do graphics, pictures, and other audio-visuals present men at home in the child-caring roles? Yes ____ No ____
    —Cooking roles? Yes ____ No ____
    —Cleaning roles? Yes ____ No ____

12. Do graphics, pictures and other audio-visual materials present women in other than child-caring roles? Yes ____ No ____
    —Other than cooking roles? Yes ____ No ____
    —Other than cleaning roles? Yes ____ No ____

13. Are women presented in occupational roles other than the home? Yes ____ No ____
    —Other than nursing? Yes ____ No ____
    —Other than secretary? Yes ____ No ____
    —Other than clerk? Yes ____ No ____

14. Are courses in woman's studies included in the curriculum? Yes ____ No ____
—Middle school? Yes ____ No ____
—Senior high school? Yes ____ No ____

III. Curriculum Development

1. Have members of the curriculum development staff developed curriculum which avoids negative sex-role stereotypes? Yes ____ No ____
2. Have curriculum development staff and teachers identified resources to assist in developing such curriculum? Yes ____ No ____

IV. In-Service Training

1. Have provisions been made for staff to obtain information regarding sex-role stereotypes and their implications throughout the school system? Yes ____ No ____
2. Have provisions been made for men and women to obtain special training for supervisory and management positions? If so, do women actively participate in them? Yes ____ No ____

V. School Personnel

1. Are classroom activities assigned on the basis of sex? Yes ____ No ____
2. Are instructional and recreational games assigned on the basis of sex? Yes ____ No ____
3. Do teachers use different methods of reward and punishment for girls and boys? Yes ____ No ____
4. Does the principal use different methods of reward punishment for boys and girls? Yes ____ No ____
5. Do teachers describe and prescribe behavior on the basis of sex? (e.g., "Why don't the girls bake cookies?" "Girls don't push and shove.") Yes ____ No ____
6. Do teachers have different expectations for boys and girls? (e.g., grades, passivity, discipline problems) Yes ____ No ____
7. Are counselors available for all students at the students' request? Yes ____ No ____
8. Are boys referred to the counselors more often than girls? Yes ____ No ____
9. Are problems other than disruptive behavior referred to the counselors? Yes ____ No ____

10. Is the school using career materials which do not track boys and girls into careers by sex? Yes ____ No ____

11. Do school counselors describe or prescribe career opportunities by sex? (e.g., girls with science interests are counseled into nursing and boys into medical schools) Yes ____ No ____

12. Do school counselors differentiate college recommendations on the basis of sex? (e.g., girls go to business school and perhaps to college later) Yes ____ No ____

13. Are course offerings recommended on the basis of sex? (e.g., math courses for boys, vocational courses for boys, home economics for girls) Yes ____ No ____

14. Are students encouraged to examine their course preferences and explore the advantages and disadvantages including factors other than traditional role expectations based on sex? Yes ____ No ____

VI. School Budget

1. What funds are allocated for the development of new areas of the curriculum including women's history and supplementary materials for correcting sex-role stereotypes? _____

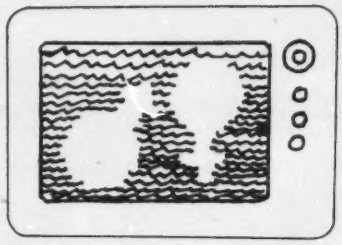
2. What is the total expenditure for physical education? _____
   —What amount for boys? _____
   —What amount for girls? _____

3. Has an analysis of administrative and teacher salaries been made? For:
   —Male administrators? Yes ____ No ____
   —Female administrators? Yes ____ No ____
   —Male teachers? Yes ____ No ____
   —Female teachers? Yes ____ No ____

4. Has an analysis of payments for extra assignments been made for men and women in:
   —Off-duty activities such as field trips? Yes ____ No ____
   —Supervision of sports events? Yes ____ No ____
   —Supervision of plays? Yes ____ No ____
   —Supervision of musical events? Yes ____ No ____

5. Has an analysis of fringe benefits been made for males and females on the following bases?
   —Retirement plans? Yes ____ No ____
   —Maternity leave—family leave? Yes ____ No ____
   —Insurance? Yes ____ No ____
   —Sabbatical and training opportunities? Yes ____ No ____

6. Has an analysis of career promotion practices and opportunities been made for males and females? Yes ____ No ____
   —Number of years service before promotion? _____ _____
   —Position occupied before promotion? _____ _____



TV ANAL-YSIS

Choose one to watch:

A. Re-run of old series
B. Currently popular series
C. Half-hour news program
D. Six commercials

For A and B, choose a character and check each time the behavior or activity listed below occurs:
Character _____ **M or F**

Activities			Behavior					
Work in home	Work outside home	Social	Assertive	Passive	Independent	Dependent	Competent	Incompetent

For C (News), fill out this form (analyze film stories only):

Network _____ Time _____ Anchor(s) M F

Topic _____
Reporter M or F Subject(s) Male (No.) ____ Female (No.) ____
Activity of subjects _____
If authority is quoted, is it female _____ or male _____ ?
To whom is story directed: female _____ or male _____ ?

Topic _____
Reporter M or F Subject(s) Male (No.) ____ Female (No.) ____
Activity of subjects _____
If authority is quoted, is it female _____ or male _____ ?
To whom is story directed: female _____ or male _____ ?

Topic _____
Reporter M or F Subject(s) Male (No.) ____ Female (No.) _____
Activity of Subjects _____
If authority is quoted, is it female _____ or male _____ ?
To whom is story directed: Female _____ or male _____ ?

For choice D (Commercials), fill out this form:

	1	2	3	4	5	6
Sponsor/						
Actor(s) F or M						
To whom directed						
What messages						

NEWSPAPER ANALYSIS

Choose one:

A. Front Page B. Life style (or feature section) C. Sports D, Comics E. Ads

For A,B,C,D, count the total number of references, names, photos, etc. of F_____M_____.

Story/comic _____ Reporter/creator F____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
Work in home Work outside home Competent Incompetent
Sex F or M Dependent Independent Name activity:

Story/comic _____ Reporter/creator F____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
Work in home Work outside home Competent Incompetent
F or M Dependent Independent Name activity:

Story/comic _____ Reporter/creator F____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
Work in home Work outside home Competent Incompetent
F or M Dependent Independent Name activity:

Story/comic _____ Reporter/creator F____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
Work in home Work outside home Competent Incompetent
F or M Dependent Independent Name activity:

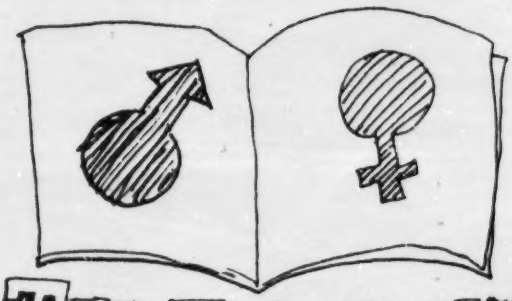
Story/comic _____ Reporter/creator F____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
Work in home Work outside home Competent Incompetent
F or M Incompetent Dependent Independent Name action:

For E:

Sponsor/product
In which section?
How many females?
How many males?
To whom directed?
What message?



TEXT ANALYSIS

1. Number of characters

♂

♀

2. How characters dress

♂

♀

3. List 2 or 3 actions of characters

♂

♀

4. List 3 emotions displayed by characters

♂

♀

Guidelines for Non-Sexist Education

From *Dick and Jane as Victims: Sex Stereotyping in Children's Readers* (1975), p. 74. Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540, $2.50 per copy.

Most textbooks used in schools today are sexist. While these texts are directly concerned with the instruction of skills and the imparting of knowledge in var subject areas, they are indirectly expressing the attitudes and values of society It is important that everyone dealing with children become aware of restrictiv narrow, sexist attitudes portrayed in the majority of school curriculum mater

Checklist to Evaluate Sexism in Curriculum Materials

The following guidelines may be used to examine individual books for sexism:

		Male	Female
1	Number of stories where main character is	_____	_____
2	Number of illustrations	_____	_____
3	Number of times children are shown:		
	a. in active play	_____	_____
	b. using initiative	_____	_____
	c. independent	_____	_____
	d. solving problems	_____	_____
	e. earning money	_____	_____
	f. receiving recognition	_____	_____
	g. being inventive	_____	_____
	h. involved in sports	_____	_____
	i. being passive	_____	_____
	j. fearful	_____	_____
	k. helpless	_____	_____
	l. receiving help	_____	_____
	m. in quiet play	_____	_____
4	Number of times adults are shown:		
	a. in different occupations	_____	_____
	b. playing with children	_____	_____
	c. taking children on outings	_____	_____
	d. teaching skills	_____	_____
	e. showing tenderness	_____	_____
	f. scolding children	_____	_____
	g. biographically	_____	_____

Other Considerations

When examining books or curriculum materials, these additional questions need to be considered:

1. Are boys allowed to show emotion?
2. Are boys and girls portrayed with a range of human response—e.g., fear, anger, aggression, excitement and tenderness?
3. Are there derogatory comments directed at women and girls?
4. Are mothers shown in roles other than housework or child rearing?

Other Considerations, continued

5 Are mothers employed outside the home? . . . in a wide range of occupations or only in stereotypical ones?
6 Are fathers shown in roles other than going to work or doing traditional chores?
7 Are all members of the family involved in household tasks?
8 Are boys and girls participating equally in physical and intellectual activities?
9 Are both boys and girls developing independent lives, independently meeting challenges and finding their own solutions?
10 Are there any stories about one-parent families? . . . families without children? . . . are babysitters and day-care centers shown?
11 Are only girls rewarded for their looks or given "grooming" instructions?
12 Are there one or two bright examples of equal sex treatment in materials which are fundamentally dominated by male role models?
13 Are generic "he" and masculine pronouns used to represent all people—e.g., "mankind," "fireman" and "mailman"?
14 Is family responsibility assumed to be the domain of females while males assume a breadwinner position?
15 Are the changing roles of men and women discussed?

Classroom Practices

Awareness of the existence of sexism in all curriculum materials is important. In addition, attitudes and practices of teachers in the classroom influence students' impressions of what is expected of them. The following are examples of classroom practices which are detrimental to the full development of every child:

1 Attendance taken by sex.
2 Classroom tasks assigned by sex.
3 Classroom activities different for each sex.
4 Different extracurricular activities for each sex.
5 Different expectations for each sex academically and socially.
6 Differing expectations of acceptable (unacceptable) behavior for each sex.
7 Differing treatment of acceptable (unacceptable) behavior for each sex.

Classroom Activities

The following specific activities are suggested to sharpen the student's perceptions of stereotypes:

1 Discuss the limiting aspects of stereotyping.
2 Have students reverse roles.
3 Have students point out stereotypes in their own books.
4 Have students discuss stereotypes in television shows.
5 Have students discuss "what they want to be" and assist them in identifying any sex role socialization as the basis for their aspirations.
6 Set up displays on non-traditional jobs for males and females.
7 Set up displays emphasizing the role women play in sports.
8 Set up displays showing males in nurturing roles.
9 Use non-sexist bibliographies for choosing books.
10 Have a wide range of biographies of both men and women available in the classroom.